DOCUMENT RESUME

ED 101 146 95 CE 002 898

TITLE University of Maine Urban Adult Learning Center for the Model Neighborhood in Portland, Maine; Final Report: Phase II, for the Fiscal Year Ended June 30, 1972.
INSTITUTION Maine Univ., Portland-Gorham.
SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE 72
GRANT OEG-0-70-5165
NOTE 78p.; For Phase 1, see ED 059 435

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS *Adult Basic Education; *Adult Education Programs; *Demonstration Centers; Educational Improvement; Educational Programs; *Federal Programs; Individualized Curriculum; *Models; Neighborhood Centers; Urban Education

ABSTRACT

The Urban Adult Learning Center's (UALC) primary goal is to improve and expand the educational and employment opportunities for all residents in the Portland Model Cities target area who are 16 years of age or older and who have not reached the eighth grade educational level. The Phase Two Foundation section reviews historical background and goals of the project. Phase Two Implementation describes the implementation of 11 essential program elements: recruitment of known school drop-outs; counseling qualifications and responsibilities; a comfortable yet challenging climate; a team approach to the adult learner's needs; an ABE curriculum for reading and computational skills; a GED curriculum serving students coming up from ABE (0-8); referral of adults to other community services; community and university linkages; community service; staff development to produce more effective instructional strategies, curriculum materials, and human relationship techniques; and research and evaluation based on the Design for Adult Learning, a diagram of processes. Nine basic principles which the UALC used in successfully demonstrating a workable model of community-based, individualized adult education conclude the report. Appendixes include a statistical report, enrollee characteristics, organization chart, advisory board membership, reading diagnosis forms, ABE and GED materials, Computation Skills Sequence; and acknowledgements. (Author/NH)

ED101146

FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

University Of Maine
URBAN ADULT
LEARNING CENTER

For The Model Neighborhood
In Portland, Maine

PHASE II

FOR THE FISCAL YEAR

ENDED JUNE 30, 1972

The project reported herein was made possible by a grant award to the Continuing Education Division of the University of Maine through the Bureau of Adult, Vocational and Technical Education of the United States Department of Health, Education and Welfare under grant authority of PL 89-750, Title III, Sec. 309(b) as amended: Grant No. OEG-0-70-5165.

CE000878
CE 002 898

BEST COPY AVAILABLE

FINAL

REPORT

University Of Maine
URBAN ADULT
LEARNING CENTER

For The Model Neighborhood
In Portland, Maine

PHASE II

FOR THE FISCAL YEAR

ENDED JUNE 30, 1972

The project reported herein was made possible by a grant award to the Continuing Education Division of the University of Maine through the Bureau of Adult, Vocational and Technical Education of the United States Department of Health, Education and Welfare under grant authority of PL 89-750, Title III, Sec. 309(b) as amended: Grant No. OEG-0-70-5165.

BEST COPY AVAILABLE

FROM WHERE YOU ARE

TO WHERE YOU WANT TO BE

IS WHERE WE ARE

TABLE OF CONTENTS

ABSTRACT 5

INTRODUCTION 6

PHASE I SUMMARY 6

PHASE II FOUNDATION 7

- Historical Background 7
- Phase II Goals 7
- Essential Program Elements 7

PHASE II IMPLEMENTATION 9

- Historical Background 9
- Essential Program Elements 9
  - Recruitment 9
  - Counseling 10
  - Climate 13
  - Team Approach 14
  - ABE Curriculum 15
  - GED Curriculum 19
  - Referral 20
  - Community-University Linkages 21
  - University Linkages 22
  - Community Services 23
  - Staff Development 24
  - Research and Evaluation 25

CONCLUSION 28

LIST OF APPENDICES 29

BEST COPY AVAILABLE

IT STARTS WITH YOU

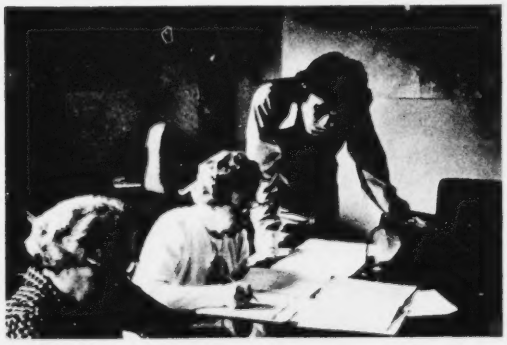
If you will tell us

-what you want to learn

-what your goals are

-when you can be here

WE'RE WITH YOU ALL THE WAY



We are not

-a charity

-a pushover

-a school like you remember

We are

-a place for learning

-a University Program

-a U. S. Government Project

WE CAN'T WORK WITHOUT YOU

DO YOU WANT TO?

-read

-write

-do algebra

-buy wisely

-pass a driver's test

-saw 2' x 4's

-apply for a job

-get a high school equivalency

-go to college

DO YOU REALLY?

If you

-are 16 or older

-need more education

-are ready

PLEASE JOIN US!

ABSTRACT

This report on the "University of Maine at Portland-Gorham's Urban Adult Learning Center–Phase II" covers the fiscal year ending June 30, 1972. The project was made possible by a grant award to the Continuing Education Division of the University through the Bureau of Adult, Vocational and Technical Education of the United States Department of Health Education and Welfare under grant authority of PL 89-750, Title III, Sec. 309(b) as amended.

The primary goal of the UALC is "to improve and expand the educational and employment opportunities for all residents in the Portland, Maine, Model Cities target area who are 16 years of age or older and who have not reached the grade eight education level."

As stated in the Phase II revised grant work scope, the specific sub-goals of the UALC were "(1) To expand the system of coping education that has been initiated to enable the undereducated adult to reenter the learning process in accordance with his own initiative and to become an independent and continuous learner; (2) To expand interagency linkages concerned with service, employment and financial support, more actively involving the community and the University with the UALC to provide greater opportunities for low-income under-educated adults; (3) To refine and systematize the UALC process through research and evaluation so that it may be useful to other adult educators."

In order to achieve the specific sub-goals of Phase II, and the overall program goal, eleven essential program elements were identified and implemented during 1971-72. These program elements were: Recruitment, Counseling, Climate, Team Approach, ABE Curriculum, GED Curriculum, Referral, Linkages, Community Service, Staff Development, and Research and Evaluation.

Upon receiving official notification on July 31, 1971, that the UALC would receive $100,000 in federal funds, the University increased its financial contribution to $37,000. Substantial budget cuts were made, the staff was reduced and reorganized to provide for optimum use of resources, and the specific Phase II subgoals were revised.

On September 17, 1971, Project Director Francis O'Donnell resigned. Mr. William Mortensen, Coordinator of the University Bureau of University-Community Services, was appointed Acting Director and Chairman of the Search Committee. On November 8th, Ms. Rebecca Fyalka assumed the position of Project Director.

On November 5, 1971, the UALC received notification that it would not receive continuation funds for 1972-73. Therefore, an added dimension of the Phase II program was the search for alternative sources of financial support to continue the project beyond June 30, 1972.

The UALC Advisory Board was expanded to include two representatives of the Portland Public Schools. Both community and University linkages were expanded and formalized during Phase II, allowing the UALC to utilize outside resources to complement its staff capabilities in a comprehensive program of service to educationally disadvantaged adults.

During Phase II, 481 persons were contacted by the UALC, and 219 new students were enrolled. In addition, 31 Phase I students continued their study during Phase II, making a total of 250 students served from July 1, 1971, to June 30, 1972. Over half of the new enrollees entered with skills testing less than sixth grade level, and another quarter placed between the sixth and eighth grade levels. Forty-four percent of the new enrollees were receiving public assistance at the time of entry.

Curriculum sequences in Reading and Language Skills were developed, tested and assessed, using the UALC Design for Adult Learning. In addition, design and testing was begun on a similar teacher's guide-type sequencing of Computation Skills and Materials. This use of the Design for Adult Learning for innovative program development confirmed its universal usefulness for ABE Centers.

This report describes the UALC effort to stress cooperation and flexibility in all program elements and to demonstrate a model ABE Center – one which is able to serve the wide variety of needs found among undereducated adults, as a group and as individuals, and one which is an integral part of the community which it serves.

INTRODUCTION

This is the final report for Phase II, the second and final year of U.S. Department of HEW special project grant number OEG-0-70-5165, in Portland, Maine, covering the fiscal period from July 1, 1971, through June 30, 1972.

The establishment of the project was made possible by a grant award of the United States Office of Education to the University of Maine at Portland-Gorham under the grant authority of Public Law 89-750, Title III, Section 309(b): "Special Experimental and Demonstration Projects in Adult Basic Education" of the Adult Education Act of 1966, as amended. The grant was awarded to the Continuing Education Division of the University of Maine through the Bureau of Adult, Vocational and Technical Education of the United States Department of Health, Education and Welfare.

In this project, there is specific involvement of the University of Maine and the Model Cities Program, as provided in the "Demonstration Cities and Metropolitan Development Act of 1966" (Public Law 89-754) Title I - Comprehensive City Demonstration Programs (CDA).

As stated in the original proposal, "the primary goal . . . is to improve and expand the educational and employment opportunities for all residents in the Portland, Maine, Model Cities target area who are 16 years of age and older and who have not reached the grade eight education level."

To help meet this goal, the needs of undereducated adults, the five phase project proposed to "(1) design an experimental educational facility . . . (2) develop new . . . techniques for teaching adult basic education . . . (3) develop a . . . coordinated approach to . . . relating education and career orientation to employment; (4) develop . . . educational and employment ladders . . . ; (5) establish and implement a . . . research and evaluation program."

PHASE I SUMMARY

Grant notification from HEW was received by the University on July 7, 1970, followed by contract negotiations of July 14 - 15. HEW contributed $200,000 to the Phase I project, while the University commitment was $29,000. A line-staff organization was developed, the Learning Center reporting to the CED Bureau of University-Community Services. The Bureau takes administrative responsibility for grant implementation, and also serves as liason between the Center and University departments providing supportive services.

A 12-member Advisory Board, including four UALC students, met once a month during Phase I. A table of staff organization was drawn up, a Project Director selected in August 1970, three Assistant Directors employed, and the remainder of the staff selected during the following weeks. A suitable building, conveniently located in the heart of the target area, was rented, renovated, and equipped. In-service training for staff development was established on a weekly basis continuing throughout Phase I. The Center was opened with appropriate ceremonies on October 29-30, 1970. Extensive TV and newspaper coverage helped promote public goodwill and acquaint Neighborhood residents with the opportunities provided.

During Phase I, 642 persons were contacted by the Center staff and 193 enrolled in a Center program. More than one-fifth of those enrolled entered with reading skills testing between the first and third grade levels. Another quarter placed in similar tests between the fourth and sixth grade levels.

As a working model of intensive Adult Basic Education, the Center developed a cyclical Design for Adult Learning (Appendix E). Through the interaction of Recruiter, Learner, and Teacher/Counselor, an **Adaptation** of the general **Curriculum** is made to meet each individual's expressed need, and detailed **Instructional Planning** is worked out. From the program of **Instruction** result the **Learning Outcomes** which are subject to a continuing process of **Assessment**. Besides helping the learner to achieve his immediate goals, instruction is planned in such a way that it should stimulate the learner to form additional learning goals.

The Design for Adult Learning was also planned to generate research that will be useful in the development of Adult Basic Education programs in other urban communities. The cyclical Design permits the testing of innovative programs, which can be refined or discarded, depending upon the results of Assessment.

The Bureau of University-Community Services enlisted and coordinated a broad range of University services to benefit the Center, providing some $25,000 in University contributions during Phase I. The development of cooperation with community and other agencies assisted in recruitment of students, in opening employment opportunities for those completing Center programs, and in providing supplementary services, both for students and for in-service staff training.

PHASE II FOUNDATION

BEST COPY AVAILABLE

On April 14, 1971, the University of Maine submitted the Phase II Urban Adult Learning Center Proposal which requested federal funds in the amount of $279,634. The proposal outlined the expanded activities of the Learning Center in five major areas: Instruction, Administration, Supportive Services, Professional Training, and Information and Evaluation. The funding request in April was based on desirable expansion of Learning Center in Phase II and a $200,000 federal funding level during Phase I.

Upon receiving information in early May, 1971, that the Learning Center would receive Health, Education and Welfare funds at a lower level in Phase II, a status report and revised budget were forwarded to Bayard Clark on May 21, 1971. This budget reflected a request for federal funds amounting to $197,972. The significant difference between the May 21, 1971, report and the original proposal (April 14th) was the reduction of individual professional positions in supervisory and ancillary roles at the Learning Center. Administration, Professional Training, and Information and Evaluation were reduced in terms of being separate and distinct units. The necessary secretarial and material support to those services was also eliminated.

Upon receiving official notification on July 13, 1971, that the UALC Phase II (fiscal - 1971) Program would receive $100,000, additional budget cuts were made. These cuts eliminated five Phase II staff positions as well as those materials and supplies in support of the positions. Professional salaries were decreased and some operational funds were absorbed by the University of Maine.

In light of the significant reduction of HEW funds, the fundamental questions of program direction and staff reorganization required a thorough internal evaluation. In July, three weeks of planning and discussion took place, involving administrators and staff in an effort to make the most effective and efficient determination of specific goals and vital program elements within the budgetary limitations. The Statement of Phase II Foundation is the result of the planning during that three-week period. It is designed to use reduced resources with maximum effectiveness to meet the needs of over 6,000 potential ABE students in Portland (Portland Public School System estimate).

Phase II Goals

1. To expand the system of coping education that has been initiated to enable the undereducated adult to reenter the learning process in accordance with his own initiative, and to become an independent and continuous learner.
2. To expand interagency linkages concerned with service, employment, and financial support, more actively involving the community and the University with the UALC to provide greater opportunities for low-income undereducated adults.
3. To refine and systematize the UALC process through research and evaluation so that it may be useful to other educators.

Essential Program Elements

In order to accomplish its stated Phase II and overall goals, the UALC Program *must* include the following:

1. **Recruitment** - which involves personal contact with known school drop-outs, door-to-door canvassing in the Model Cities Neighborhoods, meetings with community action groups and advisory councils, and informing administrators and directors of local agencies and projects of the purpose and operation of the Center.
2. **Counseling** - The Supervisor of Instruction and Counseling serves in his latter capacity from initial testing until completion of student goals. He is a trained and experienced counselor, and the counseling situation – from motivation, to retention, to follow-up – is his responsibility, through the day-to-day work of Instructor-Counselors and the Recruiter. Although the student-instructor relationship is initially one of an educational nature, discussions range from birth control methods, to inexpensive auto repairs, and sometimes back to draft counseling. This individual counseling is of a continuous nature, often occuring during instructional hours.

   Although none of the instructors are professional counselors, they have received in-service training in counseling; and any difficult situation is handled through consultation with the Supervisor of Instruction and Counseling, who also maintains regular office hours for counseling and testing of students. This has resulted in a 70 percent retention rate for the UALC.
3. **Climate** - physical and psychological environment which is comfortable yet challenging. It promotes active involvement of the adult learner in planning and evaluation of his program, and is important to retention.

   The UALC is open Monday through Friday from 9:00 a.m. to 9:00 p.m. with ABE instruction teams on duty 9:00 a.m. to 1:00 p.m., 1:00 p.m. to 5:00 p.m., and 5:00 p.m. to 9:00 p.m. The GED class meets 2:00 p.m. to 4:00 p.m. and 6:00 p.m. to 8:00 p.m. Other staff are available as needed. The student may adjust his attendance to fit work, family, or other needs.

BEST COPY AVAILABLE

4. **Team Approach** - which allows for a coordinated effort in meeting the adult learner's needs. Members of each team include an Instructor/Counselor, an Instructor/Assistant, and various work-study students and volunteers who serve as lab assistants, teacher-aides, and tutors. The teacher/counselor is the team leader who prescribes a learning program with the adult learner according to his needs and interests. The policy of joint teacher-student planning in selecting goals and materials is followed so that each knows what the other expects. All efforts of the team are focused on each individual plan, and are coordinated through use of a central file system and weekly team meetings with the Supervisor of Instruction and Counseling to discuss the student's progress and evaluate instruction.

5. **A.B.E. Curriculum** - with which reading and computational skills will be taught through subject areas which help the adult learner cope with his present environment and expand his choices. A wide variety of curriculum materials, including those in the learning lab, must be continuously catalogued according to communication and computational skills, grade level 0 through 8+, for instructor use. The Learning Lab is used, which is equipped with hardware utilized in various learning-aid activities, as a supplement to the ongoing instruction or as an alternative teaching medium. Most of the equipment is self-instructional, with the student working at his own speed with only limited supervision.

6. **GED Curriculum** - which serves those students coming up from ABE (0-8). The G.E.D. curriculum is based on the five areas covered in the High School Equivalency Exam, and taught with an emphasis on reading comprehension skills and math problem solving. In addition, a concentrated effort is made to interest and help all G.E.D. students acquire a receptive attitude toward education, and a learning competency which will carry them beyond the Passing of the exam.

7. **Referral** - The UALC staff educates, counsels, and refers interested adults to other available community services, including job training and placement agencies, during and/or after enrollment at the UALC, as part of its community coordination effort.

8. **Community and University Linkages** - A major portion of UALC success can be achieved through the cooperation and support of many people and agencies. This fact alone will enable the Urban Adult Learning Center to become a focal point in the community for adult basic education. Its program of adult education, carried out in cooperation with other federal, university, state, and local programs, demonstrates unusual promise for promoting a comprehensive, coordinated approach to the problems of persons with educational deficiencies.

9. **Community Service** - When the interest or need exists, discussions, lectures, and seminars are held with qualified resource persons at the Center. The Center also makes available meeting space for neighborhood groups.

10. **Staff Development** - The purpose of staff development is to produce more effective instructional strategies, curriculum material and human relationship techniques for teaching and counseling adults in a comprehensive learning environment, and to train competent paraprofessional adult educators.

    Members of the staff regularly attend sessions at state and national adult education institutes, as well as UMPG classes in special educational techniques, to supplement UALC in-service training.

11. **Research and Evaluation** - is based on the Design for Adult Learning and involves a teacher-guide catalogue which takes into account the Design conditions in sequencing skills and related teaching materials and techniques for successful learning outcomes. The curriculum is to be continuously evaluated and adapted by the staff, and a final evaluation is to be performed by an outside, objective evaluation team.

PHASE II IMPLEMENTATION

Two major events occurred early in Phase II, which significantly affected the implementation of the Vital Program Elements and the accomplishment of determined Goals.

On September 17, 1971, Mr. Francis O'Donnell, Project Director, resigned. William Mortensen, Director of the UMPG Bureau of University-Community Services was appointed Acting Director and Chairman of the Search Committee, which included representatives of the UALC student body and staff, the University, Model Cities, Portland Public Schools, and State Department of Adult Education, and the Regional Office of Education in Boston. The Committee selected Ms. Rebecca Fyalka, a resident of the Model Neighborhood, as the new Project Director. Ms. Fyalka assumed her duties on November 8th.

On November 5th, representatives of the Region I Office of Education met with University representatives to explain that it would be necessary for the UALC to seek alternate funding for Phase III (1972-73). Early indications were that there would not be sufficient Title III funds forthcoming to support all projects in Region I for another year, and that a UALC request for continuing support from that source would be unsuccessful. The federal coordinators hopes that this early warning would enable the UALC to locate other sources of funds with which to continue operating.

Bearing in mind the presence of a new Director and the necessity of widening the scope of community relations to include future financial support, the UALC set out to realize its ideals – to implement all of its essential program elements and reach its goals in 1971 - 72.

ESSENTIAL PROGRAM ELEMENTS

Recruitment

The Phase II reduced budget necessitated the elimination of several recruiting staff members, who had been responsible for a door-to-door canvassing campaign during Phase I. In Phase II, the Recruitment component of the UALC consisted of one highly skilled Recruiter-Interviewer, whose duties included Outreach and the Initial Interview.

Because her dual role required that she be at the Center at least half-time, the Recruiter-Interviewer designed an outreach program in which she engaged large numbers of neighborhood residents in "volunteer" canvassing for the UALC. She arranged a speaking tour of low-income housing projects, neighborhood centers, prisons, churches, and clubs. She addressed these groups on the services of the UALC and who might benefit from them. Her object was to recruit her audience and, more importantly, to send them out into their neighborhoods to recruit their friends and relatives. If, in describing the usual problems of an adult who cannot read, she noticed someone looking at her as if to say, "So what; I'm a high school graduate," she would say, "Even if you're doing fine, I'll bet you know someone who isn't. Why not tell him about UALC? This technique has far surpassed staff canvassing, because the potential student hears about the UALC from someone he knows and trusts, who has nothing to gain by recommending the UALC to him.

If the people whom the Recruiter addressed knew of someone who might need help, but were reluctant to "make a pitch," the Recruiter took down names and addresses. She then assigned one of her volunteer aides (university students and neighborhood volunteers) to visit the person named to discover his needs and offer help. In this way, the UALC was able to make contact with every potential student located by the Recruiter's "rallies."

In addition to building a corps of "volunteer recruiters" within the neighborhood, the Recruiter maintained regular, close contact with local service agencies, both by telephone and by conference. She kept agencies informed about the UALC and kept herself informed on other agencies' service activities and guidelines. Being thoroughly aware of the UALC and knowing whom to call, encouraged service agency counselors to watch for educational deficiencies underlying other social problems, and to refer clients to the UALC for assistance. Likewise, the Recruiter was able to suggest alternative or supplemental services to potential enrollees. For example, a job placement officer referred a Philippino man to a local company for employment. The man failed his employment test because of his inability to compute measurements on the American system; he had been trained in the metric system. The placement officer referred him to the UALC for a "crash course" in the American measurement system. After five weeks of "feet and inches," at the UALC, he repeated the employment test and was hired. He then arranged to continue attending the UALC after work to improve his reading skill. Later, the Recruiter was able to find employment for several UALC students through the placement officer.

The Recruiter also made skillful use of the media in disseminating information about the UALC to a wide audience. The hiring of a new Director attracted the attention of both newspapers and local television stations. Each news release or public appearance by the Director contained concise, direct information about UALC programs, as well as biographical information about the Director. Included in this pre-Christmas campaign were the Portland *Press Herald* and *Evening Express*, WGAN television (both news and a morning talk show), the Model Cities monthly newspaper, *SHOUT*, radio station WPOR and the university newspaper. The result was an unusually large January enrollment.

In December, the Recruiter issued a newsletter to local

employers, urging them to think of the advantages of an educated labor force, and requesting them to submit to the UALC the names and addresses of any of their employees who might benefit from basic education. The Chamber of Commerce and Model Cities donated the use of their mailing lists for the distribution of this flyer, but employer reaction was very disappointing. The existence of a large, ready work force and the present high unemployment rate in Portland are not conducive to an employer-based effort to upgrade worker skills. It is easier to hire someone who already has skills then to become involved in a program of upgrading.

A second brochure was far more successful. It was directed at the potential enrollee, and was distributed to locations throughout the city where it might attract the attention of someone who could use help, or someone who "knew someone". The readability of this brochure is about third grade level, and the main points are made in short phrases and pictures, so that it cannot confuse or discourage a non-reader. Every effort was made to use adult vocabulary, however, to avoid unnecessary "cuteness." This brochure has resulted in a steady enrollment increase since its issue in January, and it will be reprinted for use in 1972-73.

In summary, the Recruiter-Interviewer developed an outreach campaign which depended on one experienced staff member to direct and coordinate the efforts of the community to use education to help solve its problems. By making available, in a variety of ways, the means to solve a problem, and by urging people to help themselves and each other to solve it, the UALC has made optimum use of community participation for change. This approach, born of necessity, has proven to be a key element of Phase II success.

In addition to outreach, the Recruiter-Interviewer is responsible for the first contact of the individual with the UALC, or the Initial Interview. She maintains regular office hours, some at night, for talking with potential enrollees. On the Information and Diagnosis Sheet (See Appendix), she records the person's biographical data, stated goals and needs, unstated problems (e.g., poor eyesight or hearing), and time schedule. She then describes the UALC program in detail, with reference to the specific stated goals. If the person does not seem to need UALC services, she refers the person to a more appropriate service and files his form under Non-Enrolled Contacts. If the person seems in need of UALC services, but declines to enroll at that time, his form is filed under Follow-up. He is contacted periodically, in an attempt to maintain his interest in education and to help solve any problems which may be hindering his enrollment (This same follow-up procedure is used to encourage the reenrollment of UALC students who have ceased attending.) If any supplementary services are needed for enrollment (e.g., child care, Veteran's Benefits), the Recruiter arranges the necessary contacts immediately.

Having determined that the person will enroll at the UALC, and having cleared the way for enrollment, the Recruiter-Interviewer arranges an appointment for testing with the Supervisor of Instruction and Counseling, and Recruitment is complete.

Counseling

The UALC's counseling program's goal is that of any ABE program's goal – to make participating citizens, socially and economically, out of an alienated and rejected segment of the population.

To achieve this goal, the counseling and guidance program is an integral part of the total Center program. From the recruiter's first contact with a prospective student, all efforts are made to assess needs realistically to help place the individual in the ABE program and/or refer the individual to appropriate agencies for needed services.

It is necessary for the counseling program to combine the tools and expertise of both educational and personal counseling with social case work in dealing with educational, vocational, and personal problems of the "disadvantaged." Oftentimes the needs of a particular person might more appropriately be met by another agency and/or program than by the UALC program. For example:

1. Steve P. comes in to UALC. He is unemployed and is looking for work. In the interview it is evident that he would rather be working or learning a marketable skill than attending an ABE program. A direct referral to an employment and/or job training program was of primary concern to Steve. Of course, in the process of interviewing, the obvious need of improving his reading skills was discussed in terms of employment and job training. A referral was made to the Maine Concentrated Employment Program, which has an ABE section connected with vocational training programs.
2. Janice B. was referred to UALC through the local WIN Program. The interviewer noted in the initial interview record that Janice had difficulty pronouncing certain words. The counselor in his interview discussed with Janice her difficulty in speech. Janice was very much interested in improving her speech. It was her decision to agree to a referral for a speech and hearing evaluation. Within two months an evaluation was completed, a consultation involving the UALC Teacher/Counselor and the speech therapist was held, and recommendations and plans were developed for Janice's individualized instructional program. Janice also has scheduled weekly counseling with the Center counselor to deal with personal and educational problems.

These examples demonstrate the approach used basically for all individuals who come to the Center to enroll in the program. Obviously, the UALC cannot meet all needs that people bring with them, but it makes an effort to insure that appropriate referrals are made to accomodate needs not met by the Center's program.

For the many persons who need and want to utilize the services of the UALC program, the enrollment process is

initiated. (see Appendix E.) The enrollment process is started by the recruiter at the initial interview, after which the person being enrolled is referred to a counselor for a further interview and diagnostic testing. The process is completed when the new student is placed with an instructional team. In order to view counseling as an integral part of the UALC program, the following outline is useful in showing how counseling acts as a common thread running throughout the program:

Outline Summary

I. Enrollment Process
   A. Recruiter - initial interview
   B. Counselor - second interview and diagnostic testing
   C. Team Meeting
      1. Discussion of new students and placement into program
      2. Instructional planning
      3. Initiation of central file records.

II. Instructional Program
   A. Teacher/Counselor - instructional teams
   B. Counselor - regular counseling sessions
   C. Team Meetings - ongoing evaluation of students

Outline Explanation

I. Enrollment Process

A. Recruiter - initial interview. (This part of the process is covered in Recruitment.)

B. Counselor - second interview and diagnostic testing. The recruiter, having completed the initial interview and scheduled the prospective student for an appointment with the counselor, passes the file containing the UALC Information Diagnosis Sheet (see Appendix E), and the Interviewer's Comments Sheet to the counselor.

The interview with the student is centered mostly around his stated needs, including a discussion of his reading and computation skills, as well as whatever anxieties he is experiencing at that time. This is usually the point at which past failures need to be handled by both the counselor and the student, so that the student may objectively understand what can be accomplished by testing.

Frequently people who have had reading difficulties view them as insurmountable and global in nature. Students with this problem are helped by a preliminary discussion which leads them to recognize the many other skills they have already mastered. Following this, they are introduced to a simple breakdown of their needed reading skills. This method helps students to see their reading problems in proper perspective.

All testing at the UALC is individual and diagnostically oriented to the Center's highly individualized instructional program. To begin testing, with a few exceptions, all students are given a very brief oral test in word recognition in isolation. This brief test is used as an indicator for the counselor in the following ways:

1. For the person uncomfortable with testing, a reading level range is obtained and instruction can be initiated without further testing.
2. For the person reasonably comfortable with testing, the results of the test will give indication for other kinds of tests. These tests may include:
   a. oral reading of paragraphs for work recognition in context and comprehension;
   b. silent reading paragraphs for comprehension;
   c. auditory comprehension tests;
   d. phonics tests;
   e. standardized achievement tests.

Frequently, the word recognition test is part of the UALC Informal Reading Test (see Appendix E). The test consists of two parts, the word recognition test in isolation (with word list corresponding to paragraph reading levels) and the graded paragraphs. As the student reads, the counselor records the errors that are manifest at all levels. The errors are symptoms of reading difficulty and must be analyzed on the basis of observed patterns.

Students who have reading difficulties and can handle more testing are administered a phonics test. The results of the phonics test are used to determine what sounds the student knows and to enable the team to plan a program of phonics instruction based on his individual needs.

Students who demonstrate adequate word recognition skills are usually administered a level of the Test of Adult Basic Education (TABE) as indicated by performance on the word lists. This test is used to analyze and evaluate the basic skill needs in reading, math, and language. The TABE-Difficult level is used as a screening test for entrance into GED preparation.

All tests administered are scored with the student immediately upon completion, and interpreted by the counselor for the student in terms of learning needs.

Upon completion of testing, the counselor verifies with the student the time available for instruction, and tentative schedules are discussed. The counselor records time availability, test results, and approximate entry levels in reading, math, and language on the UALC Information Diagnosis Sheet. The student is told that the results of his testing, together with his stated goals and interests, will be discussed in an instructional team meeting and that he will be notified of a starting date for his individualized instruction program.

A list of all tests in the UALC diagnostic testing program follows:

1. UALC Adult Informal Reading Test, consisting of:
   a. Word recognition lists:
      (1) Mitzel lists I and II;
      (2) Bucks County word lists.
   b. Graded paragraphs (Dr. Liebert and Dr. O'Don-

BEST COPY AVAILABLE

nell) and comprehension questions.
2. Weptman Auditory Discrimination Test;
3. Shelden Visual Discrimination Test;
4. Literacy Volunteer's READ, (Reading, Evaluation Adult Diagnosis) (see Appendix E);
5. Spache Diagnostic Reading Scales;
6. Botel Phonics Mastery Test;
7. California Test Bureau of McGraw-Hill – Test of Adult Basic Education (TABE), reading, math, and language;
8. Harcourt, Brace & Jovanovich, Adult Basic Learning Examination (ABLE), reading, spelling, and math;
9. Allyn & Bacon Inc. Refresher Mathematics, Inventory Test I, II, III, & IV.

C. Team Meetings

1 & 2. The counselor is a member of each of the instructional teams. As such, one of his roles is to present the background, interests, objectives, and test results of prospective students to the team for discussion and recommendations for an individualized instructional program. Of primary concern at this point are:

a. what teaching methods are appropriate for this individual;
b. how much can be taught; and
c. at what rate.

The team also attempts to meet what time requirements the prospective student has in his availability for scheduling and daily length of instructional time.

The enrollment process is essentially complete once the student is notified of his schedule, starting date, instructor's name and location of the class.

3. Upon notification of enrollment to student, the clerk-typist for instruction and counseling makes up a cumulative folder for both the instructional team and the central file. The cumulative folder consists of the following:

a. UALC Information Diagnosis Sheet;
b. Interviewer's Comments Sheet;
c. Copies of tests, test summaries and/or test analysis sheets;
d. Correspondence to and from referral agencies.

As the instructional program continues the file will contain:

e. Regular team evaluation progress reports;
f. Results of subsequent tests.

II. Instructional Program

A. Teacher/Counselor - learning experiences.

B. Counselor: Throughout the student's instructional program, counseling plays a primary role, both as a part of the teaching process through the instructional teams and as a counseling service with the counselor.

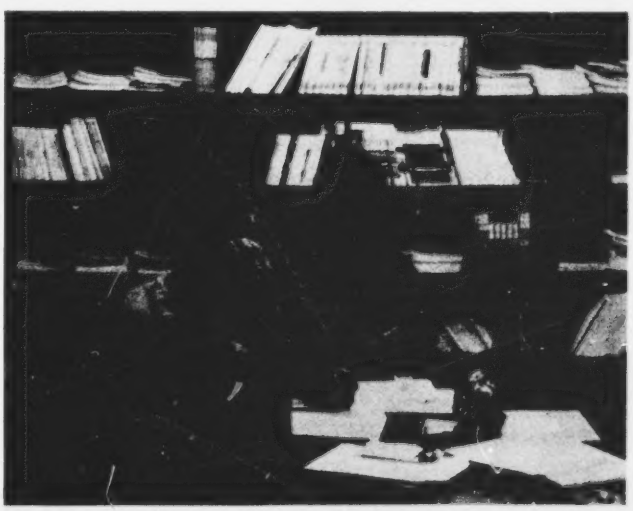
The Teacher/Counselor and his team utilize a counseling-helping relationship approach to achieve the following goals:

1. to help the adult learner meet his immediate stated goal and hopefully others he may recognize in pursuance of it;
2. to help the adult learner become an independent and continuous learner. Under the UALC's individualized prescribed instructional program, the principles of individual differences, the problem-solving approach, and the giving of well-informed information which is reality-based are all fundamental to the team approach for adult learners. Problems that arise are treated within the limits of the team's capability, or are referred to the counselor or outside resources.

All learners at the UALC are informed of the Center's counseling and referral service during the enrollment process. Regularly scheduled counseling sessions are set up for those individuals desiring help in personal, educational, and vocational adjustment problems.

C. Team Meetings: The counselor is a member of everyone of the teams and meets at least once weekly with each team to achieve the following:

1. to provide feedback on initial diagnostic test results and recommendations;
2. to discuss and evaluate learning needs and instructional strategies for individual learners;
3. to serve as a resource person for exchange of materials and methods between teams;
4. to discuss absentees and initiate follow-up (see Appendix E);
5. to facilitate transfers between teams (see Appendix E).



BEST COPY AVAILABLE

Climate

Inside the UALC building, everything tells the student he is welcome. The atmosphere is informal, and every staff member is friendly and knows the students by name. Students are encouraged to post messages on the bulletin board, hang pictures, bring in house plants or magazines, or otherwise contribute to the environment in which most of them spend over fifteen hours per week. Classrooms are set up informally, with study tables and bookshelves, rather than rows of desks or chairs. Books may be taken home without formal checkout.

In mid-winter, the UALC staff and students cooperated to build more bookshelves and remodel the old learning laboratory into a study lounge. The lounge was furnished with comfortable chairs, end-tables, and carpeting donated by students and staff members. Shelves were built in for paperback books and magazines, so that students might quietly read or talk outside the classroom. The lounge has proven to be a useful addition to the program by encouraging recreational reading and by providing a relaxed place for informal "rap" sessions which are often a counseling aid. The UALC maintains a coffee service, and the students take the responsibility for bringing in baked goods to share with others around the coffee pot.

In short, every effort is made to engage the students in actively contributing to their environment. In this way, they belong, rather than just attend. They take pride in the Center, and develop habits of active participation which carry over into planning their own study programs and futures.

The UALC is located in the center of the Model Neighborhood near public transportation, where it is easily accessible. The Recruiter and Counselor maintain office hours during each day and several evenings per week, so that prospective students may visit at their convenience. Each teaching team works with students for four hours each day, and keeps office hours for counseling and lesson planning for four hours each day. Therefore, a student may expect to obtain instruction and counseling at hours adjusted to his schedule. Several of our students work alternating shifts; when they work days, they attend nights; when their shift is switched to nights, the evening instructor transfers their records to a day instructor, and both instructors meet with the student to discuss the change. This flexibility is an asset to retention, since students need not withdraw because of time conflicts.

The Director maintains regular open office hours, when students are welcome to ask questions, make suggestions, or just talk. This supplements the presence of students on the Advisory Board by offering each student an opportunity to directly affect UALC decision making.

The UALC program flexibility, coupled with a determined staff effort to meet student needs immediately when they arise, contributes substantially to the image of helpfulness which has made the UALC a place to trust, a place to learn.

Team Approach

The present team teaching approach is a carry-over and refinement of the developments in Project Year 1970-71. The team approach, which breaks the teaching day into three four-hour blocks and a separate GED preparation group, was instituted to alleviate the pressures of having scattered, small group instruction throughout the 9 A.M. to 9 P.M. day.

In the second year, the team approach has been sophisticated and developed to a standard workable program of instruction for the Urban Adult Learning Center. The initial interview and testing responsibilities have been taken from the individual teams, leaving their time to instruction and planning exclusively, save minor administrative responsibilities.

The effectiveness of this change has shown most vividly in increased enrollment and increased numbers of instructional hours. Staff development and training, exchange and refinement of methods and materials, and realistic concepts of ability and time limitations have shown weaknesses and strengths in the approach, and refinement has taken place effectively.

At the close of the first project year, monthly average enrollment was 70 individuals from basic to advanced levels of instruction. Although there has been a reduction in funding and staff, enrollment in June of 1972 was 113 individuals at all levels of instruction. Average daily instructional hours have increased from 80 to 175 hours in the same time period.

The teams themselves consist of an Instructor/Counselor (professional) and Instructor Assistant (paraprofessional), and each team has from one to three University of Maine work-study students or volunteers as aides.

The Instructor-Counselor has final responsibility for all aspects of instruction of students assigned to his team. However, in order to insure sufficient staff time for individualized instruction, the Instructor Assistant works

closely with a group of students, and the aides are assigned as tutors to students in need of intensive work. Each team member reports daily to the Instructor, who works with a group of students and supervises all classroom activities.

Team Operation: Planning & Instruction

After a student has been interviewed and tested by the Counselor, placement is decided upon between instructor and counselor based on time available to the student and the present instructional load (see "Team Meetings"). Any significant problems that may affect the student's enrollment, such as an impending divorce, illness, eyesight or hearing problems, are discussed in depth.

The student's initial sessions are usually a combination of introduction to instruction and materials, and a number of private sessions with the instructor to discuss goals and future plans, especially attempting to draw out the student's concept of the use of his time at the Center. This consultation, a goal-development period, is common to all teams and considered of utmost importance in the planning of instruction and materials selected for the individual. The student's goals are discussed by the team, so that *all members* are familiar with the needs involved in this instruction and development, and so that at least one team member will always be available to respond constructively to every student as the need arises.

The teams differ slightly in their methods of planning, but all base the actual plan on student goals rather than instructional expectations. In general, a plan for the student is developed by the Instructor starting at indicated levels of ability and progressing to a level which will satisfy that student's stated goals. The plan is discussed with the student, illustrating needs and possibly pointing out unstated goals. The plan is also reviewed with all team members, as any member may be called upon to deal with any student's immediate problem.

Staff-developed progress sheets serve as guides for student development, review, and attainment. Daily individual lesson plans, progress notes, attendance, and observed behavioral changes are recorded in a student's classroom folder by individual team members working with the student on a given day, and reviewed with the Instructor. Many students have taken to using the daily plan, recording their accuracy in a certain lesson, and then moving to the next area of instruction before the instructor can record it for them. This type of self-motivation, coupled with the use of programmed or self-scoring materials, has aided instruction and increased the capabilities of the Center.

The daily folders are reviewed weekly by the team staff, including suggestions made to Assistants and Aides by the Instructor, and the progress is noted in a central file. Again, methods of recording differ slightly, but the check on progress or problems is made in such a way that the student, the team staff, and the instructor are all aware of the plan's progress and the next step.

Early in the project year an attempt was made to make daily entries in a student's learning plan. This has proved, in almost all cases, to be cumbersome and unworkable. The present system of a daily plan and record combined with a weekly or bi-weekly summary of progress is the most workable. Continual updating concerning a standardized plan for certain learning areas (i.e., mathematics, language skills, reading comprehension) is being used and critiqued by the team members, under the guidance of the Supervisor of Instruction and Counseling.

In spite of increased enrollment, personalized instruction remains the UALC strength, through selective use of paraprofessional teams, supervised by a professional Instructor. The student need never ask a question and receive no answer.

Student - Staff Relationships

In addition to the critically important goal-oriented planning for the student, there is the equally important area of the rapport with and consideration of the individual student as a person. The members of the teams have been hired not only because of their teaching abilities, but also because of their proven ability to communicate and cooperate with the undereducated adult. In many cases, a student elects to work with a specific team member because of the especially good interpersonal communication between them. The individual student may be a welfare recipient or middle-income blue collar worker, a sixteen-year-old high school dropout or 46-year-old grammar school dropout. When such students enter the Center, they are full of both fears and false expectations. More than anything, they must be treated as people who have attained something, as well as people with something to be attained. The team approach allows for a wide personal variation among teaching staff, similar to that among students.

The teams, and the individuals who make them up, have stressed that they are not only working to improve the person's education, but also to develop their personal and social consciousness, to understand the reasons that may have very well caused their lack of education.

The students themselves often take the lead in the socialization of those students who may have been reluctant to communicate problems or opinions in the past, because they were "ignorant" or "unimportant." With all these opportunities to relate, it is difficult for a student to feel alienated, or "taught down to."

A number of students have had extreme personal or social problems in the past which have always led them to quit, or be refused assistance, but which have been corrected or alleviated through the personal counseling of the staff. The available counseling has not stopped because the student has completed his goals at the Center. One student has gained entrance to a regular degree program at the University of Maine, and two others are in deferred programs. Another student, who was receiving an 80 percent disability from the Veteran's Administration and could not solve

arithmetic problems involving division, is presently attending a 2-year business college, because of a team member's encouragement based on his improved skills. Immediate counseling is possible only when a team approach is used, so that someone is always available to talk.

Team Meetings: Placement, Re-evaluation, Special Problems

Team meetings are held once a week, with all members of the teaching team and the Supervisor of Instruction and Counseling discussing administrative items, student evaluations, new students, and new materials. The team meeting schedule was developed to eliminate the need for special appointments and general discussions at staff meetings or training sessions, and to keep the teams "close," that is, to insure complete understanding among team members of their team relationship.

Administrative items covered are absenteeism, transfers to other teams, follow-up reports on students or referrals, and expected openings in the team's teaching schedule. Follow-ups are felt especially important in locating or terminating students who have been absent from a number of classes. Previously, students might have been carried as active for a month or more on verbal reports or assurances that they would soon return. Every effort is made to speak with the student before termination; again, using teams increases the chances that the student will talk to someone.

Two or three students from the instructional team are re-evaluated each week. This evaluation consists of a review of original testing indications, the original learning plan, a critique on the application of both, re-testing reports if available, and a graded evaluation of the student's ability in his last lesson. Also discussed and recorded are any observations by members of the team of attitudinal or behavioral changes in the student. Special learning problems and instructional roadblocks are reviewed; and if necessary, consultation is made with members of other teams, or outside assistance is requested.

Often a student's plan will be revised to pay special attention to his weakest areas, or new materials are used for a change of approach. This is also the team members' opportunity to review general questions about students with the Instructor.

Placement of new students is based on the present instructional load and the level of the student to be placed. Requests for placement in teams are made by the counselor at the team meetings in consideration of the times available for attendance by the student. A report of the initial interview and of the test results is reviewed by the team, and any questions about this report are answered prior to setting dates for initiating attendance. Considerations are especially given to students who lack basic reading or computational skills, for the team recognizes the magnitude of the need of such students and the amount of time necessary for one-to-one instruction. Team decisions are made as to who will work with the student, first, or most often, depending on his needs and background.

The student is then contacted by the counselor and given a starting date and time. When the student confirms this date, a copy of his file with interview and test results is given to the team instructor with the starting date appointment. After the first few classes, the instructor and counselor discuss the accuracy of testing results as compared to team reports. Revisions in testing procedures have been made due to this close contact, and further refinement is continually taking place to insure the smooth transition from interview to initial instruction.

The team approach, whereby staff members work closely with each other in order to work closely with each individual student, is a major factor in the Phase II success of the UALC.

THE ADULT BASIC EDUCATION CURRICULUM

Reading and Language Skills

The curriculum at the Urban Adult Learning Center has remained a broad and flexible program which can be adapted to meet the specific learning needs of the adult learner. For example, during Phase II the Center has responded to a need in the community for a developmental reading program for adults, while maintaining its original philosophy of a responsive scope of operations.

During Phase I of this project the staff participated in an in-service course conducted by a faculty member from the University of Maine. An outgrowth of this course was the production of a manual, "Teaching Reading to the Untaught," which delineates the developmental stages of the reading process. Using this manual as a basis, the staff outlined the various components of each of the reading stages. The outlines were to serve as a guide for the various requirements of each stage.

A list of the stages and requirements follows:

Stage I (Grade Levels 0 to 3)

Auditory-Visual Discrimination	Acquisition of a Sight Vocabulary	Phonics Instruction	Structural Analysis

Stage II (Grade Levels 4 to 6)

Review of Decoding Skills *(See Appendix F, Figure 1)*	Developing & Extending a Reading Vocabulary *(1. Experience 2. Extensive reading 3. Direct methods of study: See Appendix F, Figure 2)*	Facility with Study Skills *(See Appendix F, Figure 3)*	Further Comprehension *(See Appendix F, Figure 4)*	Recreational Reading

Stage III (Grade Level 7 to Pre-G.E.D.)

Improvement of Rate of Comprehension and Flexibility	Broadening of Understanding of Vocabulary	Improvement of Study Skills	Refinement of the Comprehension Skills	Improvement of Reading Tastes and Interests

Using this system when a person enrolls in the Center and is tested, the instructor can assess the stage in which the student is operating. Since the instructor knows the components of each state, he can then develop an instructional plan with the student to fill his needs. In this way the student understands the reason for what he is learning, and he can be seccessful in that undertaking.

In Stage I the "organic" or "language experience" approach is used to help the adult make the transition from a non-reader to a reader. In this method the instruction translates the student's own oral language into print. From the very first lesson, after some conversation has occurred between the instructor and the student, the instructor records several sentences, reading each sentence to the student after it has been written. The student is then asked to read what the instructor has written.

In writing these language experience charts, four points are observed:

1. The charts are recorded in manuscript form.
2. Both upper and lower case letters are used.
3. The charts are built around a central idea or topic.
4. The student's own language is always accepted.

The following is an example of a language experience chart written by a non-reader at the Center.

"I run Champion plugs in my '56 Chevrolet. Champion N-8's-hot plugs. If the car starts running rough, I pull the plug wires one at a time to check the fire at the plug. When I find the bad one, I take it out and check it over to see why it's misfiring. If it's fouled I just clean it up with fine sand paper, re-gap it and put it back."

The student is always given a copy of his story to take home with him, and he is encouraged to find other examples of the words he used in his story in newspapers, magazines, signs, etc.

In subsequent lessons the student will read his charts to himself. Silent reading is stressed from the beginning. Sight words are put on index cards and numbered according to the chart from which they were taken. The student is then able to refer back to the appropriate language experience chart if the word is not recognized in later encounters.

Experience charts written in the student's own words provide the vehicle for the major initial reading tasks: auditory and visual discrimination training and the acquisition of a sight vocabulary. Facility with these skills will provide the foundation for work with meaning clues (context), phonics, and word structure.

Stage II involves the transition from "learning to read" to "reading to learn." In addition to working with skills introduced in Stage I, guidance is now provided in dealing with a large number of more complicated reading tasks. The transfer and application of reading competencies previously taught also becomes more complex.

The work recognition skills included in Stage I must be reviewed as needed and extended. A balance must be met between spending a disproportionate amount of time on teaching decoding techniques and assuming that all students operating at this level are proficient in these skills.

In this stage there is considerable emphasis on word meaning and concepts, since the student now comes in contact with words (concepts) that are not part of his listening and speaking vocabularies. Instructional goals at this stage also emphasize refining comprehension and a larger amount of independent and content-area reading.

Practice is also given in the various study-skills: note-taking, outlining, summarizing, and obtaining information in a functional and meaningful content.

An example of a student functioning at this stage would be as follows: The student came to the Center and com-

BEST COPY AVAILABLE

pleted the initial testing, which included: (1) graded word lists ranging in difficulty from pre-primer through sixth reader level; (2) oral reading of graded paragraphs ranging in difficulty from pre-primer through the sixth reader level; and (3) sections of the California Test of Adult Basic Education. The analysis of this testing showed a definite need for:

A. Correction of confused word pairs (i.e., change for chance);
B. Exercises in visual memory and exercises in visual-auditory association;
C. Review of the decoding skills - specifically:
   1. Phonics
      a. Medial and final consonant sounds
      b. Hard and soft sound of c and g
      c. Consonant blends
      d. R-controlled vowels
      e. Short vowel sounds
      f. Vowel diphthongs
      g. Vowel digraphs
      h. Word with phonograms
   2. Structural Analysis
      a. Inflectional endings
      b. Roots
      c. Prefixes
      d. Suffixes
      e. Syllabication
   3. Comprehension - further comprehension through concept development and levels of questioning
   4. Vocabulary Development
      a. Work on gaining facility with context clues
      b. Dictionary
      c. Extensive reading

The testing indicated that instruction should be initiated at the fourth reader level with three initial instructional goals:

1. Review of decoding skills as needed;
2. Increased comprehension through
   a. expansion of concepts,
   b. establishment of purpose before reading,
   c. literal, interpretive, and applied levels of questioning;
3. Vocabulary development.

Each lesson for this student and other students operating at this level would include the following points:

1. Introduce the material to be read and present additional material, such as pictures, maps, and records, that will help to clarify concepts.
2. Introduce new words that will be encountered in the selection.
3. Establish a purpose for reading.
4. Read the selection.
5. Ask comprehension questions on the selection read.
6. Review the way the new words were used in the selection.
7. Provide appropriate skill work as needed by the student.

Stage III involves a refinement and improvement of the skills listed in Stage II. Because of the tremendous variability in achievement range, diversity of background and interests among the students at the Learning Center, individualized instruction is the only effective teaching technique. Understanding this need for varied and relevant reading material, the Center staff has involved itself in the past year in acquiring high-interest, low-vocabulary material which would be of interest to the adults. The selection of this material took place over a period of several months after research had been done into a large number of publishers and the kind of material that was produced.

There has also been an active campaign to solicit donations of paperbacks and hard-bound books from residents of the Portland area. In addition to this material the daily newspaper, magazines, periodicals, local community newsletters, and bulletins have also served for both recreational and instructional reading.

The instructional staff also used the Reading and Language Skills Catalogue which matches teaching material with particular reading-skill development. Through this method the instructor can find material appropriate for the needs of the particular student.

BEST COPY AVAILABLE

Learning Lab

The learning lab serves as a supplemental aid for instruction by reinforcing and amplifying the other aspects of the reading program. The lab is staffed by a University work-study student who carries out an instructional plan written by each team.

The lab is equipped with various pieces of educational hardware and correlated software. These include:

1. **Aud-X**: This cassette player and filmstrip projector is designed exclusively by Educational Developmental Laboratories and can provide instruction in the kindergarten through 4th grade levels in reading readiness, listening, word attack, and comprehension skills, as well as aid in acquiring a sight vocabulary.
2. **Tach-X**: A specifically designed filmstrip projector which flashes letters, numbers, or words on a screen at adjustable exposure speeds of 1½ seconds, 1 sec., ½, ¼, 1/10, and 1/100 of a second. This machine is used primarily as an exercise tool for training in eye-hand coordination and visual acuity.
3. **Controlled Reader**: With this machine a story is presented to the student at a timed rate by means of a slot moving from left to right across a filmstrip. These timed presentations give the student training in effective eye movement, as well as training in more efficient visual-functional and perceptual behavior.
4. **Language Master**: This aural-oral learning devise utilizes cards on which teaching instructions can be placed for student listening and response. This machine is being used on all levels of instruction. The remedial reader can utilize it to reinforce phonics skills, because the sound and visual appearance of individual vowels, consonants, and words can be studied and practiced. The more advanced student can use prepared cards for vocabulary study.

Math Skills

The core of the computational curriculum is based on a number of standard mathematics textbooks which include:

1. *Refresher Math* (Allyn & Bacon, pub.)
2. *Figure-It-Out I and II* (Follett)
3. *McGraw-Hill Programmed Math,* Books 1 through 12
4. *Basic Essentials of Mathematics,* Bks. 1 and 2 (Steck-Vaughn)
5. *Preliminary Mathematics* (Amsco)

The math component of the program spans the range from training in basic addition through pre-GED mathematics. The UALC approach, however, is to use the material not only to teach the skills involved, but also to make the skills and material applicable to the student's life and therefore easier to learn. In order to adapt the curriculum to the student's need, the instructor will use any or all of the following approaches:

1. provide standard mathematics textbook material;
2. adapt any of the standard material;
3. devise new, teacher-made material tailored for the student;
4. acquire additional material as the situation requires.

An example of this personalized approach would be the instruction planned and carried out for David Q., who needed work in addition and subtraction but who also needed a way to manage the family money. For David, his needed skills were taught through his daily living contacts with mathematics – credit management and comparative shopping. Most of the instructional material for this student was made by the instructor.

Another example would be Marion L., an elevator operator at one of the local department stores who had an opportunity to become a retail sales clerk. This job was an advancement but it was also a necessity, since her present job was scheduled to be phased out in the near future. Marion felt that she needed to improve her basic computational skills in order to receive and maintain this new job. The instructor used a number of different methods in planning her instruction:

1. commercial material such as *Retail Sales Clerk* (Follett) and *Buying Power* (Book III of the "Using Money Series");
2. appropriate pages from other material at the Center, compiled into a student workbook;
3. sales slips, purchase orders, transfer slips, etc., acquired from the department store and with lessons centered around the actual material that Marion would be using day to day.

In addition to adapting the curriculum to the needs of the students, the Center also responds to specific math needs which may arise outside the computational curriculum.

Rick L. had recently arrived in this country from Great Britain and was going to work for a local company. However, after he had started he realized that he had to know the American system of measurements rather than the metric system.

Teaching this conversion is not a part of the program at the Center, but Rick needed to acquire this skill if he were to keep his job with the company.

Rick began his instruction at night, after working all day at the plant, and in six weeks had mastered the American system.

BEST COPY AVAILABLE

GED Curriculum

It was the instructor's first impression that passing a GED test required good reading skills, a sound base in general usage and grammar, and a thorough knowledge of basic math up to and including percentages and introductory algebra and geometry. On these premises, the GED preparation class was formed.

In order to discover which skills a student needed to pass the GED test, the instructor:

1. analyzed three simulated GED tests from Cowles, Barron's, and Arco's *GED Preparation* books;
2. examined New York State's GED series which delineates their idea of material to be taught to student.

For reading comprehension specifically, the instructor consulted IOW Behavioral Objective books, *Reading Your Way Up*, the GED preparation books, *Steps to Better Reading*. Then all the skills students needed to do all the work on the tests were categorized. As time would not allow exposure to everything, the instructor noted which skills were used most frequently. The results were as follows:

I. Reading
   A. Vocabulary development
      1. context clues
      2. structural analysis
      3. exposure to new words
   B. Comprehension
      1. located facts
      2. drawing conclusions
      3. making inferences
      4. recognizing cause-and-effect relationships
      5. determining the theme of the selection
      6. discovering the author's purpose
   C. Study skills
      1. using dictionary, thesaurus, encyclopedia
      2. reading and applying information on graphs, maps, charts.

II. Mathematics
   A. Basic math: addition, subtraction, multiplication, fractions
   B. Percents, decimals, ratios
   C. Solving problems
   D. Changing worded problems to concise formulas
   E. Basic algebra
   F. Basic geometry - measuring

III. Correctness and Effectiveness of Expression
   A. Grammar
      1. pronoun usage
      2. subject-verb agreement
      3. verb tense
   B. Style and clarity
      1. using complete sentences
      2. discriminating between closely related words (e.g., advice, advise)
   C. Spelling
   D. Punctuation
      1. capital letters
      2. commas, periods
      3. quotation marks and apostrophes
      4. semicolons

These then were the areas of concentration. After a prospective student scores 8.0 or better on the California Test Bureau's *Test of Adult Basic Education* (Level D), he talks with the instructor about the things he needs to prepare himself for the test. The instructor shows him the above outline and tells him he'll be doing different things to indicate to the instructor what skills on the outline he already possesses. The analysis of learning difficulties from the TABE (D) reading sub-test and the informal math inventory give the instructor and the student a definite idea of the student's reading and math skills. For language skills, there are separate pretests. As the year progressed, the counselor and instructor decided an initial language test would be beneficial in placing a student, so the TABE (D) was instituted.

In the beginning, vocabulary is usually the most useful and most interesting area for a student to get into. The student does work with context clues simultaneously, starting with that material commensurate with his reading level. Gradually he's introduced to math, grammar, and the remaining reading skills. (See Appendix for materials).

As it is the UALC policy to admit students to the GED program at any time during the year, and as one individual student may be reading at the eighth grade level and another at the ninth, tenth, or eleventh grade level, it is rare to have any one student doing precisely the same thing as any other student in the program. The instructor assigns material to be covered. The student reads, studies, ask questions, does exercises, and in most cases corrects his own work. If there are many errors, he comes back to the instructor for remediation. The instructor and the student discuss errors and go back to the source to correct them. The instructor may also provide material in another text that covers the same area. Then to determine whether the student understands the concept thoroughly he is given a post-test. This tool is a very concrete measure of the effectiveness of the teaching materials and methods. A poor showing on the post-test alerts the instructor to re-examine the process and try to find a new way to present the concept. Since the instructor rarely explains anything to the group as a whole, it has been felt that the students may lack the psychological reinforcement that comes from the feeling of being part of a class. In an attempt to meet this need, a group discussion was established during the final three weeks of the Phase II period, during which the students worked together discussing and using the new words they encountered in a vocabulary book that had recently arrived at the Center.

UALC was certified as an official GED Testing Center, and the first test was administered in January 1972. After the test, the instructor met with the students who took the test and discussed what improvements in instruction could

BEST COPY AVAILABLE

be made. From this meeting came a number of new skills to be added to the original list, as follows:

1. re-emphasizing phonic principles;
2. recognizing the theme of a selection;
3. recognizing the tone of a selection;
4. understanding figurative language;
5. knowing how to use the library;
6. understanding ratios and proportions;
7. recognizing parallel construction in sentences.

Everyone agreed the technical aspects of literature demanded special treatment. Presentation of technical terms used in the study of literature, together with several illustrations of each in a series of discussion groups, gave students the skills they needed. Terms and concepts dealt with included: similes, metaphors, personification, hyperbole, couplets, stanzas, assonance, alliteration, onomatopoiea, irony, elegies, sonnets, ballads, lyric poems, odes, epics, theme, tone, etc.

The majority of the above skills are outlined on student charts. (See Appendix.) There is a list of skills in the area, sources of learning, and testing material for individual skills, and places for date of completion for each skill. The purpose of all these charts is threefold:

1. To let the student see where he is and how much he needs to cover before taking the test. (These charts are all flexible – no two students do all the same activities. The student's skill level when he comes into the class determines where he will begin on the chart and how much study needs to be devoted to each area.)
2. To make the student as independent a learner as possible. For instance, if a student is working on language and the instructor sees he needs a quick review of irregular verbs, she will tell him to start with *English Workshop*, pp. 182-183, and to finish all irregular verbs actively on the chart. (See Appendix, Language Chart.) Unless he runs into trouble, he's his own boss until the end of irregular verbs. He takes and corrects his own tests and keeps his own record.
3. To make maximum use of the instructor's time by freeing her from assigning busy work.

All the charts are set up on a progression basis, i.e., the least difficult tasks are first; and within a given skill area, the first book or pamphlet is easier than the next one in the series. Each chart represents an initial attempt in its area, and all are being revised as new learning material comes in and as the instructor learns more about the skills. Work on a rough draft for a mathematics chart is ongoing.

The charts' skill-development patterns follow UALC's catalogue, the difference being that they are for the student.

The appendix holds samples of the student charts and a complete list of materials used in the GED class.

Referral

From the time an individual walks in the door of the

UALC for information to the event of an ABE leaving UALC upon completion of his goals, the concept and process of referral is extremely important.

Referral can take two possible forms:

1. **Well-informed information-giving** based on an accurately-based perception of a given question or statement of need, i.e., a person comes to the Center wanting a course in bookkeeping. Can UALC help him? Yes, by clarifying what he wants in the light of what he needs. He is a high school graduate and has basic math skills. The following resources which offer courses in bookkeeping are made known to the individual:
   a. Portland Adult Evening School;
   b. Business schools in the community;
   c. University CED courses.
2. **Direct referral** to a resource based on a well-defined need matched with a well-informed idea of resources to meet that need, i.e., a student at the UALC, who is also an ADC client, is having a housing problem and is facing eviction. Upon serious clarification of the situation, contacts are made by the counselor and/or the student to:
   a. Health & Welfare caseworker;
   b. Local Legal Aid Assistance project;
   c. Local Public Housing director; and
   d. Local Tenants Union.

The most critical move in this multi-referral is a consistent and thorough follow-through to make sure the problem is being resolved equitably and to the reasonable satisfaction of the student.

As the examples indicate, referrals may take many different forms. They serve both to educate the student (for whom the referral is made) in survival skills and to provide help in sometimes overwhelming situations.

The following is a list of appropriate resources for referral purposes:

Bureau of Social Welfare
Ex-Offenders In Transit (EXIT)
JOBS (Opportunity Development Commission)
Maine Concentrated Employment Program (Maine CEP)
Manpower Development & Training Assoc. (MDTA)
Maine Employment Security Commission (MESC)
Neighborhood Youth Corps (NYC)
Portland Public Schools
People's Regional Opportunity Program (PROP)
Southern Maine Vocational Technical Institute (SMVTI)
UCS Community Counseling Center
University of Maine at Portland-Gorham (UMPG)
Veterans Administration (V.A.)
Vocational Rehabilitation
Work Incentive Program (WIN)
Tenants Union
Combat (Consumer protection group)
Local Business Schools

Community-University Linkages

UALC recruiting and referral methods depend heavily on a widespread network of cooperative linkages in the community and in the university. Without careful attention and energetic use of these linkages, no coordinated approach to solving the problems of the undereducated could succeed. In addition, during Phase II (1971-72), community linkages were doubly important as potential sources of local and state funding to replace the original Research and Demonstration grant, and university linkages became a vital source of volunteer and trainee staff and staff-training assistance, at a time when UALC funds were limited.

Model Cities Community Linkages - The Education Coordinator and a citizen member of the Education Task Force are members of the UALC Advisory Board, and they direct UALC efforts to coordinate with other Model Cities projects and to recruit students from the Model Neighborhood. Five UALC staff members are voting members of Model Cities Task Forces, which reinforces UALC neighborhood credibility.

In January, 1972, Model Cities contributed approximately $6,600 to the UALC, to pay the salaries of two Instructor Assistants and complete two teams which had been without Assistants since the July budget cut. In preparation for this financial link, the UALC had submitted complete data to the Model Cities Data System, which is used to coordinate local service referrals. The UALC is the only adult basic education service available through this data system.

The UALC also participates in the Resident Employment Plan, actively seeking Model Neighborhood residents to fill staff vacancies. Eighty-six percent of the present UALC staff live in the Model Cities Neighborhood, and **only residents** were hired during Phase II.

The widely distributed Model Cities monthly newspaper, *Shout*, periodically prints articles describing UALC services; and the Model Cities mailing service, which reaches all local and federal agencies and projects, as well as members of all citizen participation groups, is available for UALC brochures and publicity. In the same manner, the UALC receives detailed information on other local services and activities.

Model Cities plans to supply $38,789 to the UALC for 1972-73 operation.

CAMPS, the Coordinated Area Manpower Planning System, has endorsed the UALC as an ABE support supplier for manpower training programs. A UALC staff member serves as Vice-Chairman of CAMPS, and Chairman of the Committee which prepared the interagency referral agreement, which all CAMPS members endorse. This agreement details the areas of expertise and qualifying requirements of each CAMPS agency; each agency agrees to refer inquiries for service to the most local service most appropriate to his needs. The agreement is the first step by CAMPS to eliminate duplication of effort among agencies. By participating in CAMPS, the UALC receives referrals from other agencies, and is able to refer people to skill training programs and job placement agencies. This allows the UALC to offer comprehensive services, while devoting staff time exclusively to education.

WIN, the Work Incentive Program, used the UALC as the major ABE supplier in support of its job-training programs. In addition, the UALC has supplied on-the-job training to two WIN clients, who acted as Outreach Aide Trainee and Teacher Aide Trainee respectively from February to June 1972. WIN has contracted for these UALC services as of July 1, 1972, and has supplied an Instructor, under its Public Service Employment Program.

The **Maine Employment Security Commission** operates a variety of job training programs called MDTA, CEP, and New Careers. These programs offer some basic education, but clients are referred to the UALC when their education level indicates a need for concentrated remedial work, or when they have a time conflict with the scheduled classes. The UALC sends many of its graduates to these programs, and to the MESC placement office. In 1972-73, the New Careers program will supply a Recruiter under its Career training program to the UALC.

The Chamber of Commerce, through the **NAB-JOBS** program, includes UALC services in its job placement contracts with area employers. If a person placed through JOBS needs basic education in order to adequately perform his duties, the JOBS contract requires that the employer grant him released time to attend the UALC. JOBS reimburses the employer for the loss of working time. Many UALC students and graduates qualify for and make use of JOBS placement services.

Other programs which serve as major sources of students (and services) for the UALC are the **People's Regional Opportunity Program (PROP), Neighborhood Youth Corps (NYC), Regional Office of Vocational Rehabilitation, Bureau of Social Welfare** (which will contract for $31,000 in ser-

vices from UALC in 1972-73), **Veteran's Administration and Armed Services Recruiting Office.**

An extremely strong relationship has developed during the past year between the UALC and **Southern Maine Vocational Technical Institute**, a part of the State post-secondary training school network. Upon request from SMVTI, UALC assigned to SMVTI a study skills team. In cooperation with SMVTI staff, they analysed the learning difficulties causing an alarmingly high failure rate and designed a study skills center model, which was put into use in the spring term. The study skills assistance produced a 30 percent recovery rate among failing students, a remarkable success considering the late start. The Study Skills Center will be an integral part of the curriculum at SMVTI beginning in September 1972.

Specific admission requirements for certain curricula at SMVTI may be waived upon recommendation of the UALC. Hopefully, this relaxation of rigid requirements will be expanded in the future.

An area of special concentration during Phase II has been closer cooperation with the **Portland School Department.** The Principal of the Portland Adult Evening School and the Assistant Superintendent of Schools are members of the UALC Advisory Board, and have been very helpful in this effort. The Adult Evening School Principal assisted the UALC Director in devising a complete data collection system, and supplied a chemistry instructor consultant to assist the UALC in a laboratory science project. Students whose future plans include higher education are encouraged to attend the Evening School diploma program (rather than or in addition to the GED) in order to obtain credits in specific preparatory courses, such as higher math, lab science, or technical courses which may not be obtained via the GED. Because the Evening School has limited staff time during the day for ABE students, students who appear to require lengthy, concentrated remediation are referred to the UALC. Thus, the UALC and the public school act as supportive alternatives, rather than competitors.

The UALC has also worked in cooperation with the **Maine State Department of Education,** particularly the **Adult Education Division.** The State Department has included the UALC in several of its teacher-training institutes and has made available its consultants to solve specific problems as they arose. The UALC has reciprocated by making its teaching materials bibliography available to the state teacher-training program (thus eliminating duplication of effort in compiling the list), by holding a seminar for public school adult education program directors on full-time adult education centers. Several of the State directors tested the center model during the summer of 1972. The UALC Director assisted in a State Department Seminar on uses of television in adult education. The manual *Teaching Reading to the Untaught,* which was written by Dr. Michael O'Donnell in cooperation with the UALC staff, was field tested and published by the State Department of Education, for use in a state-wide literacy program. The State Department may finance a proposed UALC pilot program in English as a Second Language in 1973, and a UALC staff member is assisting the State Department in modeling a metric education program.

The UALC participates on a state and national level in the **Adult Education Association** (the UALC Director serves on the State Executive Committee) and the **Association of Public Continuing and Adult Education.** The institutes and publications of these organizations have been very useful in staff training.

University Linkages

The Continuing Education Division increased its financial support for Phase II to approximately $35,000. The Director of the Bureau of University-Community Services served as Acting Director of the UALC for several months, and worked very closely with the new Project Director throughout Phase II. CED and its public service arm, BUCS, made every possible effort to ensure the success of the UALC, their primary effort for university involvement in the community. The Deferred Degree Program of CED accepts UALC students with full financial scholarships upon recommendation of the UALC Director.

Developing fuller, more productive relationships with the academic departments of the University was a major goal of Phase II. The UALC needed creative assistance for staff training and curriculum development, and the University faculty and students needed a means to develop useful application for their knowledge.

The **Social Welfare Department** assigned student community Practicum students (interns) to assist the UALC Recruiter in community canvassing. Their term report of activities earned them credit toward graduation. A UALC staff member addressed a careers seminar for Social Welfare students, to encourage them to consider lack of education a social disability to be dealt with. The UALC Director addressed a Head Start Parents meeting, at the request of the Social Welfare faculty member who acts as advisor to the Head Start program.

The **Bureau of Labor Education** staff assisted the UALC Director in modeling a realistic "World of Work" career orientation curriculum addition, and may provide financial assistance and speakers to aid in the implementation of this addition during 1972-73.

The **School of Education** has demonstrated an increasing interest in adult education during Phase II, because of the successful UALC effort.

The UALC Director assisted in the creation of a Master's Degree in Adult Education, to be offered by the University beginning in September, 1972, and will serve on the faculty of the newly created program, which is a part of the School of Education.

A seminar, presented by UALC staff to the student Education Association in December 1971, resulted in the

BEST COPY AVAILABLE

assignment of three preprofessional interns and one practice teacher to the UALC for the Spring Semester. Each undergraduate student may earn up to ten hours of credit for work done at the UALC, under the careful supervision of an Instructor and the Supervisor of Instruction and Counseling. Several students have expressed an interest in adult education as a profession.

In the spring of 1972, the graduate Educational Measurement class visited the UALC and began a project in evaluative testing for non-reading adults. The model tests produced by the class will be tested by the UALC staff in 1972-73.

UALC staff attended department seminars in literacy training, use of paraprofessionals, remedial curriculum construction, computer-assisted instruction, group leadership, and educational technology. These seminars, conducted by Education Department faculty, were an integral part of the UALC staff development program. Three UALC staff members are working toward advanced degrees in Education.

In April, the UALC staff participated in an all-day program of lectures and demonstrations designed to encompass the Changing Role of Education. As a result of its presentation, the UALC expects at least six preprofessional interns and four practice teachers in 1972-73. In addition a graduate research assistant and an administration intern in the new Master's Degree program will engage in supervised activity at the UALC.

Volunteers, both students and staff, working through the Student Affairs Office of the University, have demonstrated a growing interest in service at the UALC. Eight students and four staff members have each devoted up to twelve hours per week to tutoring UALC students. Other student volunteers assisted in brochure productions and provided transportation to cultural events. This volunteer activity has allowed UALC staff to concentrate on teaching and has thereby increased enrollment capacity, as well as adding variety to the curriculum.

The **Educational Television Office**, located at the Orono campus, has supplied several valuable staff training sessions in uses of television as an alternative teaching medium. This office also supplies educational program tapes for use in the UALC video system, and services the video equipment when needed. As the UALC further explores the use of television, cooperation in program planning will develop.

Participation by the UALC in **Planning Committees** has influenced long-range planning for the Master's Degree in Adult Education, Special Admissions and Services for the Disadvantaged, the Manpower and Education Component of the new Research and Advanced Study Center, cooperative programs with SMVTI, Human Services Training, a University/Community Center, and other university proposals.

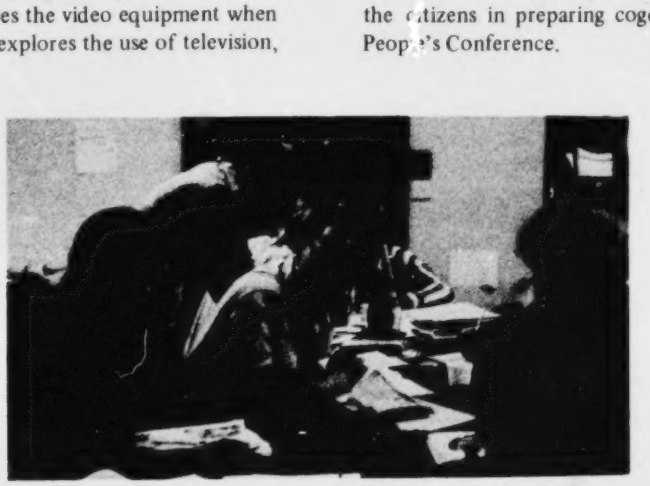
The University has increased its financial support of the UALC for 1972-73 to $37,000, and plans to house the UALC in its proposed Educational Opportunity Center, where a variety of additional services will be available to UALC students.

During Phase II, the UALC has evolved from a federal project to an integral element of both the University and the Portland community.

Community Services

The UALC offered several informational public-service courses during Phase II; these courses were open to UALC students, and to other interested neighborhood residents. Topics included: Practical Citizenship (a series of fifteen weekly speakers from agencies, businesses, political offices, schools, and clubs, coordinated by a community volunteer as discussion leader), Income Tax Form Preparation (taught by a representative of the Internal Revenue Service), Citizen Participation (an HUD film), and Voter Registration (conducted by the League of Women voters). Attendance at these group classes was poor, although they were instituted at specific community request, and highly publicized. There are now several other agencies offering such public information classes; therefore, the UALC will probably discontinue its efforts in this direction, and concentrate on teaching the coping skills necessary for utilizing such information classes.

Because of its convenient location, the UALC building is frequently used for community meetings. Facilities are available with UALC staff supervision, upon the request of any bona-fide citizens' group. Among the groups using the building are: Model Cities Education Task Force, Peace Education Center, Research Cooperative (organized to assist the citizens in preparing cogent proposals), and the Poor People's Conference.



Staff Development

The first staff meeting called by the new Director was used to outline a comprehensive staff development program for the year. It was decided that Friday morning of each week would be used for team meetings, and that Friday afternoons would be devoted to staff training aimed at meeting specific identified needs of new and continuing staff. A program of special independent study, together with field trips to provide education in community awareness, was arranged for students on Fridays to free the time of the staff and to add variety to the course of study.

Included in the in-service training sessions were the Instructor-Counselors, Instructor Assistants, Recruiter (where appropriate), Work-Study Students, and volunteers. The sessions were conducted by the Supervisor of Instruction and Counseling, with assistance from a different staff member each week. A unique combination of commercially prepared and staff-prepared in-service training materials was utilized in order to ensure the vitality of the program and to meet the needs of the individual staff members. Some of the topics required only one session; others were of several weeks' duration.

Some of the sessions dealt with practical strategies:

(1) A consultant from the State Department of Education discussed the general uses of the newspaper in the adult classroom. A workshop followed, in which the staff created special ways to use the newspaper in teaching reading. The UALC subscribed to classroom copies of the local paper, and the techniques were successfully put into practice.

(2) The Croft training series, "Word Attack Skills," was used in a five-week program aimed at new staff, but used by continuing staff as a refresher.

(3) Two Instructor-Counselors demonstrated the technique which they had developed, using experience stories to teach reading and making use of the adult's spoken vocabulary to strengthen his word recognition ability. The method is now a standard part of the UALC teaching approach.

(4) The Supervisor of Instruction and Counseling taught a mini-course on Individual Diagnostic Testing, which prepared the teaching staff to understand the importance of pre-testing and its relation to their teaching.

(5) A consultant from the University conducted a seminar on pre-college counseling and financial aid decision making. This training was of great assistance to Instructors whose student planned post-secondary education. It also helped the Supervisor of Instruction and Counseling, who is responsible for making recommendations for admission and financial aid to the University.

(6) A consultant from the Educational Television Network demonstrated the use of television as a teaching medium and led a workshop for the staff to devise specific television approaches for the UALC. This same consultant later conducted a two-session series on rational programming for adults and the potential of cable television for adult educators, which prompted a staff-led session to plan specific video-taping by the staff for community awareness education in preparation for an upcoming CATV contract for the area.

Although the ability to understand and deal with the problems of disadvantaged adults is a standard requirement for employment at the UALC, the specifics of working with people in a learning environment must be thoroughly understood in order to make the UALC process work. Therefore, human relations and group process were the subjects of several training sessions.

(1) Representatives from the University School of General and Interdisciplinary Studies worked with UALC staff in planning the adaptation of their "Survival in the Wilderness" course to "Urban Survival." In structuring this adapted course (later to be taught to UALC students), the staff were required to identify and deal with all the ramifications of relating constructively to people, the chief survival mechanism of an urban environment. A followup workshop concentrated on testing the course model by problem-solving, which contributed to the empathy building process among the staff.

(2) A film by the Department of Housing and Urban Development, called "The Process Works," was the object of an experimental training session, in which students and staff watched the film together and divided into small groups to discuss their reactions. In a followup training session, the staff discussed what they had learned from the film, and more importantly, from the students' reactions, (They were in groups with students whom they did not normally teach, to avoid pre-suppositions on their part.)

(3) Training in the team approach necessarily was repeated periodically, as staff members and students changed. This coordination of three to five staff members with a student to determine and approach a goal requires self-control, objectivity, and maximum ability to work closely with others. The UALC found a task-oriented training approach to be most effective. Teams were given teaching problems to solve, and judged by the other staff as to the "team-work" of their solutions. Team members were switched around during the training sessions to ensure that each staff member understood the principles of team approach, as opposed to working by habit with his usual "partner."

Curriculum constituted a major area of staff training, with particular emphasis on sequencing (relating to UALC research) and system (ongoing evaluation).

(1) A consultant from the State University of New York at Albany conducted a mini-course in systems analysis and directed the followup workshop in which the UALC staff attempted to systematically chart the UALC curriculum, which proved to be an impossible task because of curriculum inconsistencies. The training in task analysis which had been part of the systems course enabled the staff to revise the curriculum based on accurate critical evaluation, so that it could be charted for future planning.

(2) Periodic seminars were held for the purpose of

BEST COPY AVAILABLE

staff information exchange, during which new materials were shared. In connection with its research project, a materials catalogue, the UALC purchased many new textbooks and teachers' guides. By reporting to each other, the staff were able to share the critiquing of new materials, thus balancing the workload and learning how to critique and classify materials. In addition to commercial materials, the staff wrote specific teaching problem materials as needed, and shared them at these meetings in order to avoid duplication of effort.

(3) The research consultant hired to aid the UALC staff in final assembly of the catalogue presented a training session on the most efficient productive way to utilize it as a teaching aid. This gave the staff an opportunity to fully explore the potential of this research in helping an instructor make optimum use of his teaching time by putting the widest possible variety of sequenced materials at his command. The consultant also explained to the staff the role of research in adult education. It is helpful to the staff to gain perspective on all the ramifications of the field, to see the UALC as a whole system – rather than to concentrate totally on their day-to-day teaching effort.

In addition to the in-service training program at the UALC, staff members participate regularly in workshops and institutes in adult education at the local, state, and national level. During Phase II, the UALC was represented at the Rural Family Development (RFD) Workshop in Boston; a seminar on media conducted at UMPG by the Department of Health, Education and Welfare; national ABE conferences in St. Louis and Bridgeport; and the State Adult Education Association Conference on teacher training. The UALC Supervisor of Instruction and Counseling also coordinated a Regional ABE Institute at the University of Massachusetts at Amherst.

UMPG course work is also an integral part of the UALC staff training program. As university employees, staff members may enroll in courses without tuition. Courses are selected for their contribution to professional development, and staff members taking courses report to staff seminars on what they have learned, in order to achieve maximum training benefit. During Phase II, staff members were enrolled in the following: Educational Leadership, Analysis of Reading Difficulties, Teaching Reading to the Untaught, Educational Technology, Learning Disabilities, Counseling, and Individual Psychological Testing.

Although a formal training program is most vital to the UALC, staff members are also encouraged to participate as individuals in community or professional organizations which will stimulate their professional and personal growth. Among the groups to which UALC members belong are: Adult Education Association, Maine Association of Public School Adult Education, National Association of Public Continuing and Adult Education, Model Cities Economic Development and Education Task Forces and Planning Committees for the University/Community Center, the Research and Advanced Study Center, and Teacher Corps. Participating actively in these organizations has helped the UALC staff in their understanding of adult human beings and what it means to teach them.

Research and Evaluation

Because of the greatly reduced budget and staff in Phase II, research has been restricted to structuring and testing curriculum sequences in reading, language skills, and computation skills which may be applied through the conditions of the Design for Adult Learning (see Appendix E) to produce optimum learning outcomes. The success of this practical research is demonstrated by its application to UALC students during Phase II.

The sequencing of reading and language skills was begun and reported in Phase I. In November 1971, a university work-study research aide was employed to catalogue new teaching materials according to the sequences. This type of teaching aid is most useful when teaching materials of great variety and volume are indexed; therefore the staff devoted several months to reviewing bibliographies and ordering and critiquing materials. After materials were reviewed and approved for use by the staff, the aide fitted them into the sequences, listing appropriate page numbers for easy reference. This cataloguing continued for four months.

In March 1972, sufficient materials had been catalogued to comprise a useful teaching tool, but the form of the catalogue was rough and difficult to use. Also, in testing the accuracy of the Phase I sequencing, the staff discovered several insufficiently defined skills and inaccuracies of skill level.

A consultant was hired to refine the reading and language skills sequences to conform to early testing results, and to restructure the catalogue into a viable reference work. She discovered, in refining the sequences, that materials were lacking for certain problem areas, and she then guided the staff in writing special materials to fill the gaps. She included

these teacher-written materials in the final version of the catalogue. The finished product was printed for distribution to the staff for final testing in June. During 1972-73 the catalogue will be used exclusively by the staff in teaching reading and language skills within the Design for Adult Learning. Its value will be determined by the learning outcomes achieved with its use.

Extra copies of the UALC Sequential Catalogue of Reading and Language Skills and Materials were printed for inclusion with this report.

As the reading and language skills sequences were being refined, the staff began work on a similar project in mathematics, tentatively titled "A Guide to Sequential Development of Computational Skills." (Appendix F) When the computation materials have been carefully tested and the sequencing refined, the UALC will have completed a skills guide for use by teachers in a flexible system such as the Design. The final assessment of the skills catalogue and the Design will be complete only when a complete cycle of instruction has taken place within this system, during 1973. At that time, accurate judgments can be made as to the efficacy of this flexible learning system in which points of entry are numerous enough to completely individualize the education process.

Evaluation was two-fold: (1) an ongoing self-evaluation of the program by staff and (2) an outside professional evaluation by a team from the Center for Curriculum and Instruction of the State University of New York at Albany.

Each Friday, the teams meet to evaluate individual student progress of the past week. Arrangements for additional testing, adjustments of schedule and materials, changes in teaching approach, and other program decisions are made at that time, based on the combined evaluations of all the team members.

During the course of the team meetings in the autumn of 1971, staff members identified a major recurring problem area not accounted for in the UALC curriculum design. An increasing number of enrollees demonstrated highly discrepant achievement levels in different skills. For example, an enrollee might possess third grade level reading skills and eighth grade level computation skills. He would be in need of concentrated basic instruction in reading, but ready for GED preparation in mathematics. Because of the pressure of increasing numbers of enrollees, the ABE instructors did not have time to teach the mathematics, but were forced to concentrate on developing the more immediately needed skills in reading. Thus, the system of assigning the student to one Instructor (based on his time of attendance) was preventing the student from progressing in both skills.

A staff planning meeting was called to discuss methods of solving the problem. Among the possibilities were: hiring additional Instructor Assistants for the ABE teams, using "catch up" tutors for students with discrepant skill levels, or enrolling these students in two classes simultaneously. The last suggestion was selected for pilot testing during November and December, 1971. The Supervisor of Instruction and Counseling would note the discrepant skill levels in his original testing. He then would enroll the student in an ABE class for the more basic skills, and in a GED prep class for the more advanced skills. The teams involved would keep duplicate records, and exchange information at weekly team meetings. When the basic skill reached eighth grade level, the student would enter the GED prep class. Students enrolled in the pilot test were carefully monitored, and results of this change in method were analysed in January. The students tested had all made marked progress in all skill levels. The dual team approach was adopted as an integral part of the UALC curriculum.

More recently, a situation has arisen which requires an adaptation of the dual team approach. Several UALC students are employed in a local factory on the swing shift. They work a different shift each week. These students attend classes, alternating mornings and evenings. Therefore, two teams work with them, exchanging progress reports at weekly meetings. This procedure has not been in effect long enough for accurate assessment, but the students have expressed relief that they are able to attend classes regardless of the shift they are working, and the retention rate is high.

Flexible, dual team instruction, coordinated by the Supervisor of Instruction and Counseling, is a result of ongoing self-evaluation and careful program decision-making by the UALC staff, as planned in the Design for Adult Learning.

The three-man evaluation team from SUNY arrived at the UALC on May 24, 1972. For three days the team reviewed UALC records and interviewed staff, students, Advisory Board members, and community and university representatives in order to arrive at an overview of Phase II. Prior to their arrival, they had read the Phase II Revised Grant Work Scope, written after the budget cuts. Their method was discrepancy evaluation, which involved comparing what the UALC set out to do with what the UALC actually did. The areas evaluated by the team were:

1. Program Development
2. Staff Development
3. Recruitment and Counseling
4. Community-University Relations
5. Research and Evaluation

Program Development included the following UALC essential program elements:

Climate
Availability
Team Approach
ABE Curriculum
GED Curriculum

In their summary of **Program Development**, the evaluators stated: "It is a great program because of the high quality, dedication, and involvement of the teacher-counselor, aide, work-study students and director, and the climate they create, which is so conducive to adult learning." Earlier,

BEST COPY AVAILABLE

they had noted the emphasis of positive reinforcement and self-motivation in the curriculum and stated that the "success of the UALC is apparent in the statistics."

The evaluators felt that a more programmed **Staff Development** effort should be made at the UALC, to replace the Phase II "training as needed" method. They did note with approval the setting aside of Fridays for staff "developmental activities."

The evaluators considered **Recruiting** a strong feature of the UALC, noting that the "changed job description of the recruiter from that of a neighborhood canvasser to that of an institutional public relations person" had been "extremely effective" in recruiting large numbers of undereducated adults by mobilizing the entire community as a recruiting corps.

The evaluators made no direct qualitative statement about the **Counseling** component, but discussed at length the wide range of testing used by the Supervisor of Instruction and Counseling and the participation of the student in setting goals, the role of the Counselor as a member of each team, and the extensive use of consultants to assist in solving special problems, such as those involving sight, speech, or emotional difficulties. Such coordination of effort has been a long-term goal of the UALC, and its achievement must be considered a success.

In their **Community-University Relations** report, the evaluators stated that the community people and agency directors who were interviewed "carefully and consistently point to the fact that the UALC has both the attitude and the flexibility to adjust to meet the needs of specific students. This is a very significant aspect of the total programming thrust when dealing with this style clientele. It was further pointed out that for certain style of students (and the inference was that the style of student was a person who had consistently rejected the school system as a structure), UALC was the only service available . . . . The Center is seen very clearly as an alternative system."

The evaluators also identified "strong positive factors in the relationship of the UALC with the School of Education." During Phase II, the increase in university student involvement and the inclusion of the UALC Director in academic planning committees impressed the evaluators as marked progress in cooperation between the UALC and the vital academic departments. Increased university financial support and active involvement of the Director of the Bureau of University-Community Services in UALC affairs were seen by the evaluators as evidence that the UALC had achieved the status of "university arm" rather than "project."

The improved coordination between UALC and the Portland Public School System, according to the evaluators, is largely due to public school representation on the Advisory Board and "the . . . trend of the UALC toward teacher training," which is highly supported by the public school, and by the State Department of Education. The evaluators indicated their strong support of the UALC as a teacher-training center.

In summary, the evaluation team report indicated that "the Advisory Board unanimously supported the (UALC) director," and that the community-university relations goals of the UALC had been met during Phase II.

Because the evaluation team does not consider the curriculum research being undertaken at the UALC to be research, they dismissed the **Research and Evaluation** component with no comment.

The SUNY evaluation team had also prepared the Phase I evaluation report, and their analysis of Phase II suffered somewhat from a tendency to compare Phase II to the Phase I goals, rather than to the revised goals written after budget cuts. Nevertheless, they citied in their report summary: **"One of the great strengths of the UALC program is its ability to change and meet developing needs of learners and the community."** Thus, the evaluation reflects the achievement of the main goal underlying all the sub-goals of both Phase I and Phase II.

BEST COPY AVAILABLE

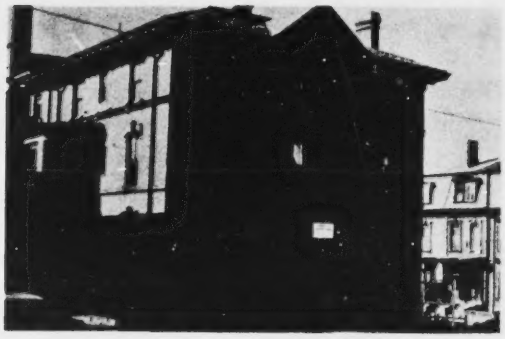
CONCLUSION

During the course of Phase II, the UALC has successfully demonstrated a workable model of community-based, individualized adult education, including the following basic principles:

1. Catalogues of language and computational skills correlating available materials and methods with specific skill needs are necessary tools for individualized instruction.
2. A General Educational Development program should be provided to link Adult Basic Education programs with programs of higher education and to provide alternatives for the learner.
3. Recruitment of students for Adult Basic Education programs should be in the hands of community residents who understand the values and characteristics of the neighborhood served by the project.
4. The learner and the instructional team should form a cooperating unit in setting initial learning goals and in developing a continuing process of planning for the learner's needs.
5. The conditions of instruction include the time when instruction is available, the place where instruction is available, community characteristics, individual learner characteristics, learning group characteristics, teacher/counselor characteristics, the learning climate, and the mode of instruction. All these factors must be taken into consideration in the service of adult learners; flexibility is vital to success.
6. Assessment should take the form of a continuous process of evaluation directed at every component of an Adult Basic Education program, and the areas of staff development and program development.
7. Continued in-service training and staff development are essential to meeting the changing needs of the adult learner.
8. In order to promote university support for an Adult Basic Education program, it is helpful to relate the project to a specific department and to function as a training laboratory.
9. Linkages with local agencies are essential in order to provide continued support for an Adult Basic Education program and to increase the variety of services, including employment, which are readily available to students.

Adherence to these principles has placed the UALC in a position to apply the results of ABE Research and Demonstration to a continuing adult education institution. That the UALC is a successful model is evidenced by the fact that it will continue to serve Portland during 1972-73, supported by the community which it serves. Hopefully, this model will be used in other locations in the United States where the under-education problem requires long-term service programs.

UNIVERSITY OF MAINE AT PORTLAND-GORHAM
URBAN ADULT LEARNING CENTER



218 State Street, Portland, Me. 04101

Center of the Model Neighborhood

LIST OF APPENDICES

APPENDIX A Statistical Report For Phase II 31

APPENDIX B Enrollee Characteristics During Phase II 32

APPENDIX C Phase II Organization Chart 33

APPENDIX D Advisory Board Membership 34

APPENDIX E Diagnosis Forms 35

Figure 1: Enrollment Process and Domains 35
Figure 2: Information Diagnosis Sheet 36
Figure 3: Adult Informal Reading Test 37

APPENDIX E Diagnosis Forms 44

Figure 1: R.E.A.D. (Reading Evaluation–Adult Diagnosis) 44
Figure 2: Informal Reading Diagnostic Worksheets 49
Figure 3: Follow-up Form 55
Figure 4: Student Transfer Form 56

APPENDIX F ABE Materials 57

Figure 1: Basic Decoding Skills 57
Figure 2: Methods of Vocabulary Study 58
Figure 3: Word Study Skills 59
Figure 4: Comprehension 60

APPENDIX G GED Materials 61

Figure 1: List of Materials 61
Figure 2: Language Program 62
Figure 3: A Plan for Spelling 64
Figure 4: Science Worksheet 65
Figure 5: Reading Comprehension 66

APPENDIX H The Design for Adult Learning 69

APPENDIX I Computation Skills Sequence 70

APPENDIX J Acknowledgements 79

APPENDIX K *Reading and Language Skills Catalog* ..... Enclosure

APPENDIX A

Statistical Report for Phase II

July 1, 1971 – June 30, 1972

Number of Persons Contacted	481
Referred by Agencies	154
Recruited by Staff	144
Own Initiative	183
Number of Persons Enrolled	250
Number of New Enrollees	219
Number Carried over from Phase I	31
Number of Students Taught	250
Number Continuing Active after June 30, 1972	102
Number Inactive as of June 30, 1972	148
Graduated from Program	74
Moved into Other Training Programs	6
Job Conflict	17
Health Problems	15
Family Problems	9
Other Problems	27
Number of Graduates Enrolling in Post-Secondary Schools	10
Number of Persons Served by Community Service Efforts	1,005
Number of Other Agencies Coordinated with	15
Number of Persons Referred to Other Agencies for Service	262

APPENDIX B

ENROLLEE CHARACTERISTICS

Sex:

Male	58%
Female	42%

Age:

16-24	47%
25-44	43%
45-64	10%

Race:

Caucasian	93%
Negro	4%
Indian	2%
Oriental	1%

Residence:

Model City	44%
Greater Portland	56%

Marital Status:

Single	41%
Married	45%
Divorced	12%
Widowed	2%

Education Level

Beg. (1-3)	17%
Int. (4-6)	35%
Adv. (7-8)	28%
GED (H.S.)	20%

Employment Status:

Full-time	44%
Part-time	4%
Unemployed	52%
Not in Labor Force	22%
Seeking Work	30%

Income Level:

Low	72%
Middle	28%

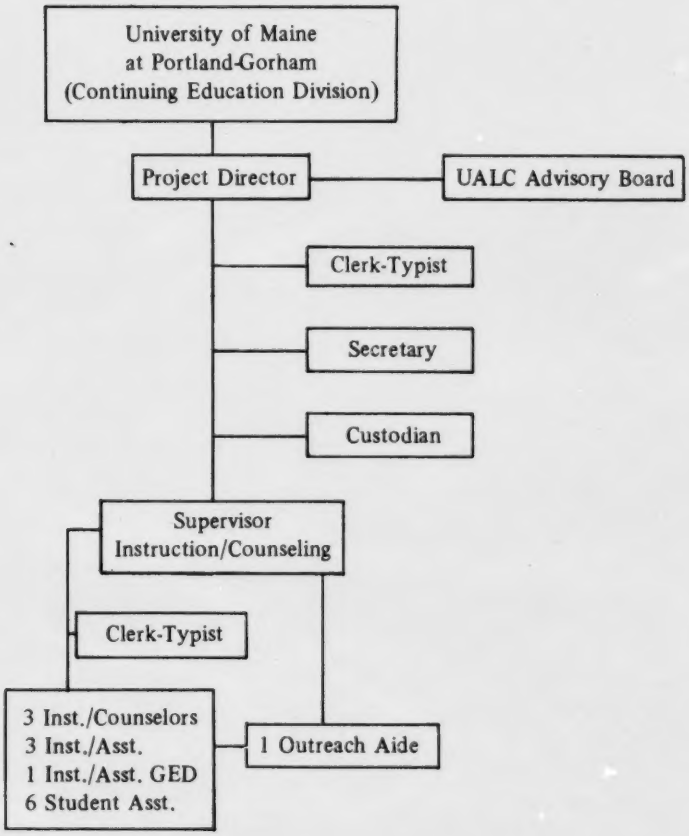
Receiving Public Assistance:

44%

BEST COPY AVAILABLE

APPENDIX C

PHASE II ORGANIZATIONAL CHART



APPENDIX D

UALC ADVISORY BOARD

Mr. John Bubier	CAMPS
Dr. Nicholas Colucci, Jr.	UMPG (Education Dept)
Mr. Henry Adams	Chamber of Commerce
Rev. George Bovill	Citizen
Mr. Carl Brown	Opportunity Development Commission
Mrs. Inez Cook	UALC Student
Mr. John Dexter, Jr.	Citizen
Mr. James Flanagan	Portland Adult Evening School
Mr. Gerald Gaudet	UALC Student
Mrs. Elizabeth Morrison	Model Cities Education Task Force
Mrs. Violet Pinkerton	UALC Student
Mr. Earl Rickett	UALC Student
Mr. Frank Tupper	Portland School System
Mr. Phil Jackson	Model Cities Office
Mr. William Mortensen	UMPG (BUCS)
Mr. Walter Fridinger	UMPG (CED)

BEST COPY AVAILABLE

ENROLLMENT PROCESS	DOMAINS		
	Cognitive	**Affective**	**Physiological**
Initial Interview - Recruiter: Responsibility for determining goals and needs of prospective students. Referral to other social services if needed. Tools: Questioning - UALC info. Listening - form observations.	Objectives: 1. What the individual knows. 2. What the individual **wants** to know. 3. What the individual **wants to do**, i.e., goals (short & long range). 4. Background info. a. family b. health c. educational d. occupational e. community	Objectives: 1. Climate setting. 2. What the individual perceives he needs 3. What the individual feels about self. 4. What the individual is vitally interested in. 5. What the individual is motivated to UALC for. 6. What the individual's attitude toward learning is.	Objectives: 1. Cursory eye check. 2. Gross measurement of: a. hearing b. memory 1) long 2) short c. speech d. motor coordination e. fine motor skills f. speech defect or accent g. visual discrimination & memory h. auditory discrimination & memory
Second Interview - Counselor: Responsibility: 1. Counseling - educational and vocational. 2. Testing and test interpretation. 3. Diagnosis of learning difficulties. 4. Prescription of instructional program with Instructor/Counselor. 5. Referrals as indicated by above. Tools: 1. Interview. 2. Diagnostic tests: a. Adult Informal Reading Inventory b. Reading Evaluation Adult Diagnosis c. Test of Adult Basic Education d. Westman Auditory Discrimination Test e. Adult Basic Learning Exam	Objectives: 1. Specify goals, both short and long range 2. a. Oral language b. Word recognition: 1) sight, vocabulary 2) phonic analysis & synthesis 3) structural analysis & synthesis c. Word meaning d. Comprehension 1) literal 2) interpretive 3) applied 3. Discuss areas of learning difficulty with individual.	Objectives: 1. Informal interview & testing climate. 2. What individual feels about testing. 3. Reactions of individual to successes & failures he encounters. 4. Develop an awareness of strengths & weaknesses. 5. Develop interest & confidence he can reach his goals which are realistic. 6. Develop confidence that center staff can facilitate the learning experiences necessary for reaching his goals.	
Counselor-Instructor Conference: Responsibility: 1. Analyze testing & diagnosis. 2. Prescribe instructional strategy.	1. Define individual's strengths & weaknesses as indicated by tests and observations. 2. Identify independent, instructional and frustration reading level. 3. Plan instructional strategies: a. Set short term objectives. b. Discuss methods, techniques and materials to meet objectives. c. Continually re-evaluate plan.	1. Be aware of individual's physical, social and emotional needs.	

APPENDIX E

FIGURE 1

BEST COPY AVAILABLE

APPENDIX E

FIGURE 2

Information
Diagnosis Sheet

Name:_____ Telephone:_____

Address:_____ Neighborhood:_____

Social Security #:_____ Date of Birth:_____ Age:_____

Marital Status:_____ Race:_____ Referred by:_____

Last Grade Completed:_____ Year:_____ Military Status:_____

Hobbies:_____

Interests:_____

Work Experience:_____

Long Range Goal:_____

_____

Short Range Goal:_____

Employed: Yes___ No___ Where?_____

Public Assistance: Yes___ No___ Interviewed by:_____ Date:_____

Time available to attend:_____

Test:	Results:	Test Date:_____
Math:_____	_____	
_____	_____	
Reading:_____	_____	
_____	_____	
Language:_____	_____	
_____	_____	

ENTRY:	BASIC	INTER:	ADV:	G.E.D.	COMMENTS:
Reading:	_____	_____	_____	_____	_____
Math:	_____	_____	_____	_____	_____
Language:	_____	_____	_____	_____	_____

PLACEMENT:

STARTING DATE

Scheduled	Actual	Team	Days-Time	Area
_____	_____	_____	_____	_____

APPENDIX E FIGURE 3

ADULT INFORMAL READING TEST

SUMMARY SHEET

BEST COPY AVAILABLE

Name: _____ Date: _____

Word List		Paragraphs		Co.	Rate	Comments
1^2		1A				
		1				
2^2		2				
3^2		3				
MI		4				
		5				
MII		6				
		7				
		8				

Levels

General Instructional Level (or range) _____

Apparent Frustration Level _____

Comments

Instruction Needs (to increase reading level)

Part I

1. also _____
2. at _____
3. beside _____
4. bus _____
5. cost _____
6. dinner _____
7. duty _____
8. evening _____
9. fish _____
10. gasoline _____
11. he _____
12. house _____
13. join _____
14. line _____
15. mark _____
16. military _____
17. must _____
18. out _____
19. picture _____
20. purse _____
21. quality _____
22. right _____
23. see _____
24. single _____
25. stand _____
26. system _____
27. those _____
28. under _____
29. we _____
30. word _____

Part II

1. abbreviation _____
2. annoy _____
3. attribute _____
4. bullet _____
5. chill _____
6. comprehend _____
7. council _____
8. defy _____
9. dismiss _____
10. enjoyable _____
11. faith _____
12. frontage _____
13. groom _____
14. housing _____
15. inner _____
16. kidney _____
17. macaroni _____
18. morale _____
19. novel _____
20. partial _____
21. precious _____
22. raincoat _____
23. reveal _____
24. shelf _____
25. southwest _____
26. struggle _____
27. tennis _____
28. undergo _____
29. verify _____
30. width _____

BUCKS COUNTY WORD LIST

Pre-Primer		1[2]	
1. and	_____	1. about	_____
2. big	_____	2. as	_____
3. can	_____	3. barn	_____
4. down	_____	4. book	_____
5. for	_____	5. children	_____
6. go	_____	6. day	_____
7. here	_____	7. feet	_____
8. house	_____	8. friend	_____
9. in	_____	9. green	_____
10. it	_____	10. heard	_____
11. little	_____	11. him	_____
12. make	_____	12. if	_____
13. mother	_____	13. lost	_____
14. not	_____	14. work	_____
15. play	_____	15. name	_____
16. ride	_____	16. nose	_____
17. see	_____	17. our	_____
18. to	_____	18. pretty	_____
19. want	_____	19. school	_____
20. will	_____	20. some	_____

BUCKS COUNTY WORD LIST

2^2		3^2	
1. arm	_____	1. arrive	_____
2. bought	_____	2. beat	_____
3. candy	_____	3. bone	_____
4. corner	_____	4. bundle	_____
5. dollar	_____	5. chance	_____
6. end	_____	6. coach	_____
7. fat	_____	7. several	_____
8. flower	_____	8. discover	_____
9. grass	_____	9. eleven	_____
10. hard	_____	10. express	_____
11. hope	_____	11. flame	_____
12. kitchen	_____	12. whisper	_____
13. leg	_____	13. horn	_____
14. most	_____	14. insist	_____
15. park	_____	15. kill	_____
16. pond	_____	16. lever	_____
17. quiet	_____	17. mistake	_____
18. rope	_____	18. offer	_____
19. sell	_____	19. peach	_____
20. smile	_____	20. possible	_____

MATERIAL USED TO DETERMINE READING LEVELS

(The type size illustrated below is much smaller than that actually used.)

BEST COPY AVAILABLE

Level (1A)

Approximate readability: Initial reading.
Motivation: Read the story to find out about the car.

The Car

Bill has a car.
It has red seats.
He likes to drive it.
It goes fast.

Comprehension check:

Ask the student to tell you about the selection. Word recognition errors are a more significant indication of readability.

Level 1

Approximate readability: First-reader level.

Motivation: This is a story of a family, their home and neighbors. Read to find out about their house and friends.

Our Home and Friends

We have a new house. Mary and I bought the house. It is a big house. We both live in the house. We like our home. John lives with us. The city helped us buy our house. We take good care of our home.

1. What is the name of the man's wife?
* 2. What kind of a house did they buy?
3. Who else lives in the house?
4. Who helped the people buy the house?
* 5. Why does the city help people buy homes?
6. Who were the neighbors?
7. How were the two houses different?
* 8. Where do you think the people lived?

* Accept reasonable inference.

Level 2

Approximate readability: Second-reader level.

Motivation: Before an accident paralyzed him, Junius Kellogg played basketball for the Harlem Globetrotters. A nurse helped him recover and he helped others who became paralyzed.

"Nobody's Better Off Dead"

The young flyer wanted to die. He lay with his face turned to the wall. Hurt in a plane crash, he could not move from the neck down.

Then a tall man in a wheel chair wheeled himself into the flyer's room. "Hello," Junius Kellogg said.

But the flyer did not want to talk. "You are looking at a vegetable," he said, "I would be better off dead."

"I was vegetable myself, three years ago," said Kellogg. "Believe me, nobody is better off dead."

That was the first visit Kellogg made to the flyer's room. He came back often. Soon the flyer was able to swim. He too wanted to live.

Comprehension check:

1. How badly hurt was the flyer?
2. How was Kellogg able to get around?
3. In this story, what does the word vegetable mean?
4. What did Kellogg and the young flyer have in common?
5. At first, what did the flyer want to do?
6. How did we know that the young flyer was beginning to recover?
* 7. What do you think makes people want to help others?

* Accept reasonable inference.

BEST COPY AVAILABLE

Level 3

Appromimate readability: Third-reader level.

Motivation: Read this selection to find out about how frost occurs.

Frost

The ground is white on cold mornings in fall and winter. Yet there is no snow. The white covering is frost.

Frost comes when the temperature falls below the freezing point (32 degrees). It is too cold then for liquid dew. The moist air forms ice crystals instead of water drops.

You can see frost on window panes, too. It forms lacy patterns like ferns or feathers.

There is not much frost or dew on a cloudy night. Clouds act like a blanket. They keep the earth from losing heat quickly. The air near the ground stays warmer. The moisture in the air does not condense.

Comprehension check:

1. In what ways are frost and snow alike?
2. At what temperature does frost form on the ground?
3. What are some of the conditions necessary for frost to occur?
4. Why would pictures of frost on window panes be interesting to look at?
5. What sort of frost conditions might you expect on a cloudy night?
6. Why is the temperature warmer when there are many clouds?
7. Why do you think farmers might dread a heavy frost?

Level 4

Approximate readability: Fourth-reader level.

Motivation: Sports are popular in the United States. This is a story of the first negro big league baseball player.

Jackie Robinson

Jackie Robinson was the first negro to play big league baseball. When he signed a contract to play with the team, he knew it would not be easy. Players would call him names and be unkind. Fans would boo him. He could not fight back. He would have to play ball so well that Americans would know that the color of an athlete's skin was not impo tant.

Jackie Robinson was born to a poor family in Georgia. When he was just a baby, his father left his family. It was hard for his mother to make enough money to buy the clothes and food for her five children. But with her brother's help, she sent them all to school when they were big enough.

Comprehension check:

1. What did Jackie Robinson do in this story?
* 2. What is a contract?
3. Why did Jackie know it would not be easy to be the first negro player in the major leagues?
4. How did Jackie plan to prove himself as a player and person?
5. What does the article say about Jackie's home?
* 6. What usually happens to families when the father leaves?
7. How did Jackie's mother manage to send the children to school?
* 8. How do you think that we should judge people?

* Accept reasonable inferences based upon the selection.

Level 5

Approximate readability: Fifth-reader level.

Motivation: Most people enjoy walking on the beach. Read this selection to find out what interesting things can be found there.

The Beachcomber

When you walk along the beach, do you find yourself looking down more often than up? Do you pick up all the attractive and unusual things you see? Do you usually take along a bag full of your finds when it's time to go home? If so, then you are a beachcomber. A beachcomber sees things that other people don't notice. And he collects things. In her book, Bernice Kohn tells what you can do with some of the things you find. She explains how to start a shell or seaweed collection and how to recognize some of the most common shells.

Comprehension check:

1. Why do people usually enjoy walking along the beach?
2. What is a beachcomber?
3. What sort of things can usually be found on the beach?
4. Why do you think that a beachcomber sees things that other people don't?
5. Who is Bernice Kohn?
6. What are some of the beach things people collect?
7. Why do you think anyone might enjoy reading Kohn's book?

BEST COPY AVAILABLE

Level 6

Approximate readability: Sixth-reader level.

Motivation: We have heard much about our space shots to the moon. Read this story to find out about the important information the Ranger space shots obtained for our astronauts.

Steppingstone to Space

Late in the 1960's, the hatch of the space ship Apollo was cranked open and men climbed through it and stepped down to the surface of the moon. Did they walk upon solid rock, or did they sink into deep lunar dust? They knew the answer before they got there, because Ranger probes had already crashed into the surface of the moon. During the rapid descent of these probes through space, sharp pictures of the moon's surface were televised and relayed back to earth. Just before impact, each probe released a wooden ball intended to strike the moon without breaking. Inside the ball a minute instrument assessed slight motions in the crust of the moon.

Comprehension check:

1. What was the name of the space ship?
2. What two things did some scientists think made up the surface of the moon?
3. As it is used in the selection, what does the word "probe" mean?
* 4. Why do you think it was necessary to explore space before landing men there?
5. How was the information from the Ranger probes sent back to earth?
6. What information was obtained from the Ranger probes?
7. What device was used to measure motions on the crust of the moon?
* 8. Why does man want to find out more about the moon?

* Accept logical inferences.

Level 7

Approximate readability: Seventh-reader level.

Motivation: Read this to find out about the home and work of a family that lived in Mexico.

A Family of Mexico

In Mexico, high among the mountains, there is a little Indian village called Narana. "Narana" means "Orange", and this village is named for its many orange trees. Some of the houses of Narana are of bricks from mud and straw, but some are only huts made by sticking poles in the ground and laying a roof of palm leaves over them. In one of these huts lived a boy named Pedro. He was ten years old and he had a brother named Angel, who was only five. Their father was a potter and made beautiful bowls and jars and cups of clay. Pedro often helped him. Angel was too little to be of much help, although he liked to try. Their mother was always busy, for there was much to do with cooking and sewing for her family, even though their house was so very small.

Comprehension check:

1. Where did Pedro live?
2. What does the word "Narana" mean?
3. How is your house different from Pedro's?
4. Why didn't Pedro's brother help his father much?
5. What did Pedro's father make?
6. What do you think most people in the village do for a living?
* 7. What do you think the climate was like in the village?
* 8. Why did Pedro's mother have to spend so much time working around the house?

* Accept logical inferences.

APPENDIX E FIGURE 1

BEST COPY AVAILABLE

R. E. A. D.
READING EVALUATION - ADULT DIAGNOSIS

(Individual Evaluation Program)
(Test Summary Sheet)

Student's Name_____ Tested By_____

PART I - WORD RECOGNITION (WR) (Word List) Date Tested_____

_____% correct of list "a" _____% correct of List "c"

_____% correct of List "b" _____% correct of List "d"

PART II - DIAGNOSIS Date Tested_____

1a - Letters he cannot identify_____

1b - Test letters he cannot write_____

2a - Beginning consonant sounds he cannot hear_____

2b - Beginning consonants he cannot relate to a sound_____

3 - Ending sounds he cannot hear_____

4a - Short middle vowels he cannot hear_____

4b - Short middle vowels he cannot read_____

5a - Long middle vowels he cannot hear_____

5b - Long middle vowels he cannot read_____

6 - "r" related and other sounds he does not know_____

_____

7a - Consonant blends he cannot hear_____

7b - Consonant blends he cannot read_____

8 - Can he generalize pattern words?

a - simple_____ b - More complex_____

9 - Word Reversals_____ _____

PART III - READING INVENTORY Date Tested_____

a. Word Recognition (WR) Instructional Level_____

b. Reading Comprehension (COMP-R) Instructional Level_____

c. Listening Comprehension (COMP-L) Instructional Level_____

R. E. A. D.

(Individual Evaluation Program)

PART I - WORD RECOGNITION (WR) (Word List)
(Teacher's Worksheet)

BEST COPY AVAILABLE

Student's Name _____

	List "a"		List "b"		List "c"		List "d"	
1	a	1	About	1	able	1	easy	
2	get	2	as	2	block	2	right	
3	have	3	be	3	edge	3	against	
4	house	4	by	4	half	4	rich	
5	in	5	could	5	north	5	lead	
6	make	6	how	6	watch	6	whole	
7	not	7	old	7	fix	7	mean	
8	see	8	some	8	lot	8	often	
9	to	9	walk	9	mind	9	discover	
10	will	10	best	10	pour	10	daughter	
11	all	11	coat	11	rich	11	then	
12	at	12	dress	12	secret	12	smart	
13	but	13	fire	13	silver	13	wide	
14	do	14	miss	14	teeth	14	careful	
15	he	15	shall	15	distance	15	fail	
16	like	16	turn	16	beach	16	reward	
17	now	17	done	17	chance	17	answer	
18	out	18	leave	18	except	18	length	
19	stop	19	most	19	wire	19	idle	
20	train	20	pass	20	guilty	20	accept	

No. Words 20	No. Words 20	No. Words 20	No. Words 20
No. Errors ____	No. Errors ____	No. Errors ____	No. Errors ____
No. Correct ____	No. Correct ____	No. Correct ____	No. Correct ____
x 5	x 5	x 5	x 5
% Correct ____	% Correct ____	% Correct ____	% Correct ____

R. E. A. D.

(Individual Evaluation Program)

PART II - DIAGNOSIS Student's Name_____

This test will provide information on the student's Word Recognition skills.

Directions:

a. Note General Instructions on Testing.

b. Cut the test cards with letters or words to be read by student for numbers 1a, 2b, 4b, 5b, 6, 7b, 8a, 8b, 9 from the test packet.

c. Administer the test, recording results on the Test Summary Sheet.

d. Give the entire test unless the student is a complete non-reader. In that case, stop after No. 2.

1a. Does he know the names of the letters? (have the student read aloud the letters on Card #1a)

c-i-m-t-a-k-r-b-h-j-p-q-v-l-d-g-s-w-z-y-e-x-u-o-n-f

D-H-L-A-J-M-P-T-I-B-Y-K-Q-C-O-F-X-N-V-E-S-Z-U-G-R-W

1b. Can he write letters: (Teacher dictates these letters)
Check - Manuscript _____ or Cursive _____.

n-l-b-d-j-g-c-h-i-v

2a. Does he hear and recognize initial or beginning consonant sounds? Example: Teacher - "I am going to say the word 'sand'. What letter or sound does that word begin with?" Accept either "s" or /sss/*. If there is no response or the response is incorrect provide the correct response. Give no further help. Proceed with remaining words.

mask self dust tuck field porch nose catch lock bark

2b. Does he recognize (by sight) beginning consonant sounds? Example: Teacher - "I'm going to show you some words. I want you to tell me the sound that begins each word. For example (teacher points to word 'neck' on card #2b), the beginning sound of this word is /nnn/. What sound does this word begin with?" (Point to 'fast'.) Supply correct answer if necessary and proceed with test giving no further help. (See card #2b.)

jar hand rat vest mark sink cup test lake ball

* "s" means letter name
/sss/ means letter sound

3. Does he hear and recognize ending consonant sounds:
Example: Teacher - "On these words, you are to give me the ending sound of each word. For example, on the word 'jazz', what is the ending letter or sound?" Supply correct answer "z" or /zzzz/ if response is not correct. Proceed.

far flat spin pass soup calf scab bled toil town

4a. Does he recognize by sound, short vowels in the middle of a word?
Example: Teacher - "Here are some 'nonsense words'. They are not real words but I want you to tell me the sound you hear in the middle of these words. For example, the middle sound in "rin" is /iii/. What is the middle sound in 'tup'? Supply correct answer /uuu/ if needed and proceed, giving no further help. Note: Either the name or the sound of the letter is correct.

meff mof maf mif muf pab pib pub peb pob
rhymes with:
(Jeff) (ah-f) (laugh)(skiff)(puff) (tab) (rib) (tub) (web) (sob)

4b. Does he recognize by sight short vowels in the middle of a word?
Example: Teacher - "Here are more 'nonsense words'. I want you to tell me what they should sound like. For example "s-a-b' would be 'sab' (rhymes with 'cab'). "You try this one" (Point to m-o-t.) Supply correct answer if needed but give no further help. Proceed with the test.(see card #4b)

fap fip fup fop fep kal kel kol kul kil
rhymes with:
(cap) (lip) (cup) (mop) (pep) (pal) (fell) (doll) (hull) (hill)

5a. Can he hear long vowel sounds? Example: Teacher - "Listen to these words, especially listening for the middle sound in each word. You'll hear a long vowel, that is, a letter that says its name. For example, in the word 'bake' do you hear the sound "a"? Bake. What is the long vowel sound in this word, 'bowl'?" Supply correct answer "o" and give no further help. "What is the long vowel in..."

find five pain mute fee stay key table coat cake

5b. Does he know long vowel sounds by sight? Example: Teacher - "These are not real words but I want you to tell me what this word should sound like. For example, h-o-k-e would be "hoke" (rhymes with "coke.") What would this be (pointing to m-e-e-p?) Supply /meep/ if needed, but give no further help. (See card 5b)

mize rame dee ho pone kute chy trow beal soat
rhymes with:
(size) (fame) (fee) (so) (tone) (cute) (shy) (grow) (meal) (goat)

6. Does he know "r" related and other sounds? Have the student read the following words, checking right or wrong. (See card #6)

fork soil hook dirt jerk toy doom paw cause barn

pound far now

BEST COPY AVAILABLE

7a. Can he hear "blends"? Example: Teacher - I'm going to read some words and I'd like you to give me the names of the first two letters. For example, in the word 'sling', the first two letters are 's' and 'l'. What would the first two letters be in the word 'gravy'? Supply the correct answer if needed and proceed giving no further help.

brag blame clock drive frog train spell fling skin small

7b. Does he know "blends" in reading words? Example: Teacher - "Read these words or tell me the sound of the first two letters. For example, (pointing to word 'stock'), this word is 'stock', the first two letters sound /st/. (See card #7b)

claw smoke speak blot frame tray drag broke flash scat

8. Does he understand rhyming or patterned words? (See Cards #8a and 8b.)

Example: Teacher - (pointing to "sin" in word list)
"If 's-i-n' is 'sin', read these words."
fin
tin
bin
pin
If student does not respond correctly, teacher reads the words in the entire example.

8a. Teacher - "If 'f-e'd' is 'fed', read these words."
bed
led
red
wed
sled

8b. Teacher - "if 'r-i-g-h-t' is 'right', read these words."
fight
night
sight
light
bright

9. Does he have trouble with reversals (reading words from right to left)? Teacher - "Read these words." (Since what is being tested here is eye direction, not middle vowel, only the beginning and ending sounds are important. Therefore, "rot" instead of "rat" is not wrong, but "tar" instead of "rat" is wrong.) (See Card #9)

lap was rat pot on tar now pal top saw won no

Note: Record student's results on the Test Summary Sheet

APPENDIX E FIGURE 2

Urban Adult Learning Center

INFORMAL READING DIAGNOSTIC WORKSHEET

Student _____ Instructor _____

Date Started _____

I PHYSICAL FACTORS IN READING

1. Movement: (a) Vocalization _____ (b) Finger pointing _____

(c) Other _____

2. Speech: (a) Lisping _____ (b) Stuttering _____

(c) Articulation _____ (d) Vocab. _____

(e) Other _____

II SUMMARY GENERAL READING PERFORMANCE

1. Reading Levels: (a) Potential _____ (b) Frustration _____

(c) Instructional _____

(d) (basal) independent _____

2. Word Recognition: (a) Sight vocabulary _____

(b) Word analysis _____

III SPECIFIC READING PERFORMANCE

1. Additions: (words, letters, combinations, phrases, etc.)

_____

_____

2. Omissions: (words, letters, combinations, etc.)

_____

_____

_____

3. Substitutions: (Same meaning, configuration, partial, etc.)

_____

_____

_____

4. Repetitions: (Words, letters, combinations, phrases, etc.)

_____

_____

5. Mispronounciation: (Words, letters, combinations, phrases, etc.)

_____

_____

6. Words Aided:

_____

_____

Summary and Comment: _____

_____

_____

_____

IV WORD RECOGNITION PROBLEMS

A. Phonetic Analysis

1. Sight Vocabulary Level _____

2. Auditory Discrimination _____

3. Visual Discrimination _____

4. Letter Names _____

5. Does he use picture clues _____ Too much _____ Too little _____

6. Does he know phonics principles _____ Does he apply them _____

INFORMAL DIAGNOSIS -3-

Specific Weaknesses: a) consonants (initial, medial, final)

_____

1) single, multiple _____

b) consonant blends (initial, final, medial)

_____

c) vowel blends, (initial, final, medial)

_____

d) consonant digraphs _____

_____

e) long vowels _____

_____

f) short vowels _____

_____

g) vowel digraphs _____

_____

h) vowels with r _____

_____

i) phonograms _____

_____

j) other _____

_____

Comment: (Estimate level) _____

_____

_____

B. Word Recognition Problems -- Structural Analysis

a) Affixes 1.) Suffixes _____

2.) Prefixes _____

3.) Roots _____

b) Syllabication _____

c) Compound words _____

d) Hyphenated words _____

e) Contractions _____

f) Use of Dictionary

1) Diacritical marks _____

2) Setting correct meanings _____

3) Etymology _____

V MEANINGS

1) Comprehension (listed recall) _____

_____

2) Interpretation _____

a) Ability to draw inferences _____

_____

b) Ability to discriminate between fact and opinion _____

_____

1. real from fantasy _____

_____

c) Detect various propaganda techniques _____

_____

d) Understand symbols in literature _____

_____

e) Can he summarize author's purpose _____

_____

1. his choice of style _____

INFORMAL DIAGNOSIS -5-

Comment: (Estimate level) _____

_____

_____

VI STUDY SKILLS

1. Previewing _____
2. Main Ideas _____
3. Related Details _____
4. Outlining _____
5. Summarizing _____
6. Guide Words _____
7. Classification _____
8. Casual Relations _____
9. Reference Skills _____
10. Follow Directions _____
11. Skimming and Scanning _____

Comment: (Estimate Level) Indicate specifically which skills can be applied in what types of material.

_____

_____

VII GENERAL INFORMATION ON STUDY

1. Does he avoid assignments regularly _____

   sometimes _____ Why? _____

   _____

2. Does he complain of inability to concentrate? _____

   To remember _____

3. Does he think or depend on rote memory _____

   _____

BEST COPY AVAILABLE

4. Does he have difficulty writing compositions _____

_____

(Get some writing samples)

5. Is he a very slow reader? _____ Why? _____

_____

Instructions: Review all the data collected and the qualitative comments for each section of the worksheet. Determine the instructional level in reading and estimate in each of the major areas, e.g., meanings, study skills. In reviewing the data, notice if a pattern is discernible in the student's responses, behavior and performance, and discuss that in this section. Include in this summary specific recommendations for proceeding with a corrective program based on these findings. It is most desirable to attempt to collect all other background data on the student. These will form the nucleus of a folder for the student. As you work with the student daily, report on what was taught, why, materials, and methods employed, progress made, and a brief report on the student's performance and behavior.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS:

APPENDIX E FIGURE 3

Follow-up Form

Student's Name: _____ Date: _____

Reasons for follow-up:

Absenteeism: _____

Enrolled but did not show: _____

Other: _____

Team # 1 2 3 4 Instructors: _____

Follow-up Results:

Date:

APPENDIX E **FIGURE 4**

Student Transfer Form

Student's Name: _____ Date: _____ Team # _____

Please indicate change in present situation:

1. Student will change from Team # _____ to Team # _____ OR
2. Student will also attend with Team # _____.
3. Other: _____.

Student's Schedule of Attendance: _____

_____

Reasons for Change: _____

_____

_____

APPENDIX F

FIGURE 1

Student's Name: _____

BASIC DECODING SKILLS

Meaning Clues

A. Types of Context Clues
1. Definition
2. Experience
3. Comparison
4. Contrast
5. Synonym
6. Familiar expression
7. Summary
8. Reflection of a mood or situation

Phonics

I. Sounds
A. Consonants
1. Single consonants
a. initial
b. final
2. Consonant blends
a. "l" blends
b. "r" blends
c. "s" blends
d. others
3. Consonant digraphs
a. th
b. sh
c. ch
d. ng
e. ph
f. gh
4. Silent consonants
B. Vowels
1. Long
a. silent e
2. Short
3. Digraphs
a. ai (pail)
b. au (auto)
c. aw (raw)
d. ea (each)
e. ee (bee)
f. oa (boat)
g. oo (moon)
h. oo (book)
i. ui (fruit)
4. Diphthongs
a. ow (bow)
b. ou (out)
c. oi (noise)
d. oy (boy)
e. ew (few)
5. "R" controlled vowel
6. Phonograms
a. ail
b. air
c. all
d. ake
e. ent
f. ight
g. ill
h. och
i. old

II. Rules
A. Phonics Generalities

Structural Analysis

A. Infectional Endings
1. s
2. ed
3. ing
B. Roots
C. Doubling the Final Consonant
D. Compound Words
E. Contractions
F. Possessive Forms
G. Prefixes
1. a
2. un
3. re
4. dis
5. in
H. Suffixes
1. est
2. r
3. en
4. self
5. body
6. ful
7. less
8. ien
9. some
10. er, or

APPENDIX F

FIGURE 2

METHODS OF VOCABULARY STUDY

Context Clues

Greatly refine ability to employ different types of context clues.

1. definition
2. experience
3. familiar expression
4. comparison
5. contrast
6. synonym
7. summary
8. reflection of a mood or situation

Structural Analysis

A. Structural Elements

1. Prefixes
   a. circum- (around)
   b. extra- (out side)
   c. in- (in, into)
   d. mal- (bad)
   e. mis- (wrong)
   f. under- (below)
   g. up- (up, above)
2. Suffixes & their grammatical function
   a. -self
   b. -wise
3. Meaning units
   a. auto - (self)
   b. homo - (same)
   c. micro - (small)
   d. omni - (all, entire)
   e. phono - (sound)
   f. poly - (much)
   g. pseudo - (false)
   h. tele - (far off)
4. Visual analysis of word units (common units or syllables used in reading, spelling, & writing with no emphasis on meaning)
   a. aqua-
   b. audio-
   c. bene-
   d. cred-
   e. luna-
   f. mit-
   g. pon-, pos-
   h. scrib-, script-
   i. vert-, verse-

   aa. a, ab
   bb. ad-
   cc. anti-
   dd. pre-
   ee. sub-
   ff. per-
   gg. peri-
   hh. post-
   ii. pro-
   jj. super-

B. Principles of Syllabication

C. Practice in Accent

Dictionary

A. Skills

1. Location of entries
   a. alphabetical sequence
   b. using guide words
2. Syllabication in dictionary
3. Accent
4. Diacritical marks
   a. recognition
   b. using pronunciation key
5. Multiple meaning of words
6. Abbreviations
7. Preferred pronunciation
8. Synonym, antonyms, homonyms

Student's Name: _____

WORD – STUDY SKILLS

Locating Information

A. Study Skills
   1. Alphabetize
   2. Select pertinent information
   3. Skim
   4. Meaning of punctuation
   5. Cross-reference
   6. Using headings
   7. Typographical aids

B. Knowledge of location, purpose, & contents of different parts of a book, including:
   1. Index
   2. Table of contents
   3. Glossary
   4. Reference aids

C Library Skills
   1. Understanding of Dewey classification
   2. Arrangement differences between fiction & non-fiction
   3. Card catalogue
   4. Familiarity with indexes to types of literature
   5. Periodical guides
   6. Sources of factual & biographical data

D. Understanding & Use of Major Reference Tools
   1. Reader's Guide
   2. Encyclopedias
   3. Atlas
   4. Dictionary
   5. Periodicals

Evaluating Material

A. Selecting suitable sources of information

B. Distinguishing between relevant & irrelevant statements
   1. Factual statements
   2. Editorial writing

C. Propaganda techniques
   1. Glittering generalities
   2. Citation of an authority or testimonial
   3. Bandwagon calls ("everyone is doing it")
   4. Name-calling

Organizing and Summarizing

A. Organization patterns
   1. Time
   2. Sequence
   3. Contrast
   4. Cause & effect

B. Outlining
   1. Format
   2. Arrangement of major topics
   3. Details

C. Summarizing

D. Note-taking

E. Following directions

Retaining What Is Read

A. SQ3R Technique
   1. Survey
   2. Question
   3. Read
   4. Recite
   5. Review

Special Study Aids

A. Map Reading
   1. Title
   2. Legend
   3. Directions
   4. Map scales
   5. Relation to other geographical areas

B. Graphs
   1. Familiarity with 4 different types
      a. circle
      b. line
      c. bar
      d. pictorial
   2. Understanding title
   3. Aware of what is being compared
   4. Ability to interpret the horizontal & vertical axis

C. Interpreting Political Cartoons & Illustrations

Reading In The Content Area

A. Stimulate Interest

B. Clarify major concepts

C. Establish purpose through SQ3R technique

BEST COPY AVAILABLE

Student's Name:_____

APPENDIX F

FIGURE 4

COMPREHENSION

Concept Development

A. Varied & First Hand Experience

B. Vicarious Activities

1. Pictures
2. Charts
3. Maps
4. Models
5. Slides
6. Motion Pictures
7. Television

Levels of Questioning

A. Literal

1. Who _____ ?
2. When _____ ?
3. How many_____ ?
4. What are _____ ?
5. Explain_____ ?
6. Define_____ ?

B. Interpretative

1. Comparative
2. Implication
3. Inductive Thinking
4. Cause & Effect

C. Applied

Skills

A. Following directions

B. Classifying things

C. Sequence

D. Visualizing

E. Finding thought units

F. Distinguishing fact and fiction

G. Generalizing

H. Finding main ideas

I. Suggesting story titles

J. Identifying time and place

K. Sensory impressions

L. Cause and effect

M. Making inferences

N. Relating past and present

O. Reacting to mood

P. Recognizing plots

Q. Predicting outcomes

R. Using pronunciation

S. Using imagination

T. Relating general ideas

G.E.D. Materials Appendix G FIGURE 1

Reading Comprehension:

Read Your Way Up

Springboard Series

Newsweek, Time, New York, Science Digest selections

Cowles, Barron's, Simon and Schuster reading passages

High School Certification through G.E.D. Tests

Controlled Reader books, series IJ and MN

E.D.L. Study Kits

Patterns for Reading

Effective Reading for Adults

Steps to Better Reading

Be a Better Reader

Design for Good Reading

Vocabulary Development:

Word Power Made Easy

E.D.L. Study Kits

Context Clues material put together at Troy, New York

Math:

Working with Numbers

Algebra - Book One

Beginning Algebra - Vol. I-II

Refresher Mathematics

Preliminary Mathematics

Language:

English 2600 and 3200

Essentials of English

Practice for Effective Writing

Cowles and Barron's language sections

Mott 1900 Series

Spelling Improvement

English Workshop

Science:

G.E.D. Handbook of Basic Science

E.D.L. Study Kits

Science tests from Cowles, Barron's and Simon and Schuster

Coronet - **Structure of Cells**

How Scientists Think and Work

American Education Publication Science Series

Literature:

Adventures in Appreciation

Adventures in Reading

Scholastic Poetry Series

BEST COPY AVAILABLE

APPENDIX G FIGURE 2

LANGUAGE PROGRAM

To learn	To practice and test yourself
1. Modification	
___ English 2600, Unit 3	___ English 2600 test 3-A
___ Cowles pp. 99-100	
___ Essentials of English - ch. 4	___ Practice for Effective Writing Ex. 12
	___ " Ex. 13
	___ " Ex. 14
	___ " Ex. 15
II. Irregular Verbs	
___ En 2600, Unit 6	___ test 6-A
___ Cowles, pp. 88-90	
___ English Work Shop, pp. 182-183	___ Ex. B p. 184
	___ Ex. A p. 185
	___ Ex. B p. 187
___ English Work Shop, p. 190	___ Ex. A p. 190
	___ Ex. A p. 197
	___ Practice for Effective Writing Ex. 10
	___ " Ex. 11
III. Subject - Verb agreement	
___ English 2600, Unit 7	___ Test 7-A
___ Cowles - pp. 90-92	___ Ex. 6 p. 94-95
___ Essentials of English - Ch. 13	___ Practice for Effec. Writing Ex. 36
	___ Ex. 37
	___ Ex. 38
___ English Workshop - Ch. 8, p. 139-40	___ Ex. A p. 140
p. 141	___ Ex. A p. 142-3
p. 146	___ Ex. p. 147
IV. Pronouns	
___ English 2600, Unit 9	___ Test 9-A
___ Cowles pp. 95-98	
___ Essentials of English - Ch. 14, 15 & 16	___ Practice for Effec. Writing
	___ Ex. 39 ___ 42 ___ 45 ___ 48
	___ 40 ___ 43 ___ 46 ___
	___ 41 ___ 44 ___ 47

BEST COPY AVAILABLE

___ English Workshop - p. 148 ___ Ex. p. 149 & 150

___ " " p. 121 ___ Ex. p. 122-3

Combination Tests

___ Cowles, pp. 104-114

___ Cowles, pp. 194-196

VI. Sentence Structure

___ English 2600 - Unit 5 ___ Test 5-A

___ Cowles - pp. 64-68 ___ Ex. pp. 68-78

___ Essentials of English Ch. 12 Practice for Effec. Writing

___ Ex. 27 ___ 28 ___ 29

___ Ex. 35

___ Ex. 58

___ Ex. 59

___ English Workshop, p. 123 ___ Ex. p. 124

VII. Style & Clarity

___ Cowles p. 121-123 ___ Cowles 124-131

___ English 2600, Unit 4 ___ Test 4-A

___ Essentials of English Ch. 16-21 ___ Ex. 49 Ex. 52 ___ 55

(These are complex) ___ 50 ___ 53 ___ 56

___ 51 ___ 54

___ English Workshop Ch. 6 ___ Ch. 6

(see me before you start this)

VIII. Capitalization

___ Eh 2600, Unit 10 ___ Test 10-A

___ Essentials, pp. 1-2 ___ Practice for Effec. Writing

Ex. 3

___ Cowles, pp. 164-173 ___ All exercises, 166-173

IX. Commas

___ Eh 2600, Unit 11 ___ Test 11-A

___ Cowles, pp. 148-149 ___ p. 150

___ Essentials, Ch. 126 ___ Practice for Effec. Writing

___ Ex. 30

___ Ex. 31

___ Ex. 66 (difficult)

___ Ex. 67

___ Ex. 68 (final review)

X. Quotation Marks and Apostrophes

___ Eh 2600, Unit 12 ___ Test 12-A

___ Cowles, pp. 152-154 Practice for Effec. Writing

___ Essentials, Ch. 34 ___ Ex. 71

___ Essentials, Ch. 32 ___ Ex. 72

___ English Workshop, pp. 68-69 ___ Ex. on p. 70

XI. Semicolons

___ Cowles, pp. 150-151 ___ Ex. 3, p. 151

___ Essentials, Ch. 28 ___ Practice for Effec. Writing

Ex. 69

___ English Workshop, pp. 66-67 ___ Review Exercise, pp. 67-69

BEST COPY AVAILABLE

APPENDIX G FIGURE 3

Name: _____

"A Plan for Spelling based on Spelling Improvement"

I Syllabication
- ____ 9-28
- ____ 28-42
- ____ test

II Doubling Final Consonant
- ____ 43-45
- ____ 54-62
- ____ test

III Final "e"
- ____ 63-80
- ____ test

IV Final "y"
- ____ 81-94
- ____ test

V Plurals
- ____ 95-107
- ____ 107-118
- ____ test

VI "le" and"ei"
- ____ 119-132
- ____ test

VII Homonyms and confused words
- ____ 133-145
- ____ 146-158
- ____ 159-168
- ____ test

VIII Very Difficult Words
- ____ 169-131
- ____ 182-194
- ____ 194-206
- ____ 207-223
- ____ 224-238
- ____ test (whew!)

IX Suffixes
- ____ 239-254
- ____ 255-269
- ____ 270-284
- ____ 285-299
- ____ 300-318
- ____ test

X "Ceed," "cede" and "sede"
- ____ 319-326
- ____ test

XI Prefixes
- ____ 327-337
- ____ 338-348
- ____ test

XII Hyphens
- ____ 349-366
- ____ test

BEST COPY AVAILABLE

APPENDIX G FIGURE 4

Science Worksheet	GED Science	Unit Review of Gen. Sci.	Barrons (Y)	Barrons (W)	Simon + Schuster	Cov les	EDL Kits
Scientific Method	Unit 2					254	G-3
Scientific Measurement	Unit 3		269-M				
Matter	Unit 5	238-248	205				
Laws of Motion	Unit 7		215				
Gravity	Unit 8			205		471	
Planets, Galaxies	Unit 9-13	158-166	273,294,231	202,222	50		
Solids, Liquids, Gases	14 p.79			200			
Development of Earth	15					277	
Rocks, Minerals	17 + 18	263				274,462	H-6
Glaciers	19	270	240-E				
Earthquakes	20	267-8	286	206	47		
Weather	25 + 26	107-118	308-D		49,55		G4 M
Storms	27		189		52		
Water + Oceans	28 + 29	33-47		204-210	40,39,36		G9
Cells	32 + 33	130-135	186,271-M	199		256,459	
Plant processes + reproduction	34-36	89-92					G-8
Seeds + Fungus	37	130-135	228,243-M		46		
Insects	39	136-42,179			55		
Birds	43	179-83	248-E				
Mammals	44	above two			39,41-2	473	
Blood + Circulation	48-49	62-70	246-E	221			G-2
Respiratory system	50	18-19		221			H-5
Digestive system	51	52-61		213			
Nervous system	53			207			H-1
Vitamins		71-75					
Senses	54		239-E				
Heredity	55	271-5		213			
Disease	56	184-94	217,303-D	206,216-8		477,259	
Energy, Force, Motion	57		219,234			475	
Machines	58	249-52	218-M				
Energy + Heat	59	80-86				300	
Heat Engines	60-61		317-D,187				
Sound	66	23-27	267-M,222				
Atomic Energy	68		300-D			469-79	
Oxidation	69		250-E				
Chemical Change + Motion	70-71	10-11	224				

APPENDIX G FIGURE 5

Reading Comprehension

1. Locating facts
   - ___ Springboards 1
   - ___ 2
   - ___ 3
   - ___ 4
   - ___ Read Your Way Up. pp. 50-52
   - ___ Patterns for Reading 34-36
   - ___ pp 40-42
   - ___ pp 73-76
   - ___
   - ___ pp 120-122
   - ___ Chapter 14
   - ___ Chapter 15
   - ___ pp 170-175
   - ___ Holt GED
   - ___ 32-34
   - ___ 68-69

2. Main Ideas
   - ___ Patterns for Reading (sel. 1)
   - ___ selection 2
   - ___ pp 48-51
   - ___ selection 3
   - ___ selection 5
   - ___ selection 7
   - ___ pp 78-82
   - ___ selection 9
   - ___ selection 10
   - ___ selection 11
   - ___ selection 12
   - ___ selection 1
   - ___ selection 2
   - ___ selection 3
   - ___ Read Your Way Up. pp 30-34
   - ___ EDL Kit pp 30-32
   - ___ GG-3
   - ___ Holt GED pp 30-32
   - ___ Design for Good Reading-A
   - ___ 5,6,12,18
   - ___ 19,23,24

   Design for Good Reading-B
   - ___ 1,2,3,4
   - ___ 9,10,p.12,15
   - ___ 23,24

3. Implied Meanings
   - ___ Design for Good Reading - (A)
   - ___ 6,11
   - ___ 20,22
   - ___ Design for Good Reading-(B)
   - ___ 3,4,7,8
   - ___ 11,17p., 18,19

4. Themes and Titles
   - ___ Design for Good Reading-(A)
   - ___ 10,15,17
   - ___ Design for Good Reading-(E)
   - ___ 5,14

Tone of Material
   - ___ Design for Good Reading-(A)
   - ___ 1,8,10
   - ___ 13,16

   DFGR-(B)
   - ___ 1,2,6
   - ___ 10p, 12,13
   - ___ 17p,18,22

5. Organization of Material

___ Patterns for Reading sel. 1
___ selection 2
___ pp 49-51
___ pp 79-82
___ selection 9
___ selection 10
___ selection 13
} Part One

___ selection 2 - part two
___ Design for Good Reading-(A)
___ 2, 19

EDL Kits

___ G-7
___ G-9
___ GG-4
___ H-2
___ H-4
___ HH-7

6. Cause and Effect

___ Patterns for Reading-9

EDL Kits

___ G-1
___ H-3

7. Comparing and Contrasting

EDL Kits

___ G-4
___ HH-6

8. Fact or Opinion & Validity

EDL Kits

___ HH-1 (V)
___ GG-5 (F,O)

Patterns for Reading

___ selection 3
___ pp 79-82
} Part One

___ selection 1
___ selection 2
___ selection 3
} Part Two

9. How to Organize Material

Sequencing

EDL Kits

___ HH-3
___ GG-9

Topics In Materials

EDL Kits

___ H-4
___ HH-4

Classifying

EDL Kits

___ G-5
___ H-10

Paraphrasing

EDL Kits

___ H-8

Outlining

EDL Kits

___ G-2
___ GG-6

Summarizing

EDL Kits

___ G-8
___ GG-2
___ HH-5

10. Evaluating Arguments

Pattern for Reading

___ selection 5
___ selection 6
___ selection 7

11. Figurative Language

Pattern for Reading

____ selection 11

____ selection 13

____ selection 14

12. Writer's Purpose

Patterns for Reading

____ selection 1

____ selection 2

____ selection 3

Design for Good Reading

____ 7, 8, 11 } A

____ 13, 16, 24 }

____ 4, 6, 13 } B

____ 14, 15, 20, 21 }

13. Writer's Attitude

Design for Good Reading

____ 2, 3, 5 }

____ 12, 15, 17 } A

____ 18, 22, 23 }

____ 7, 8, 11 }

____ 16, 19, 21 } B

____ 23, 24 }

14. Drawing Conclusions

EDL Kits

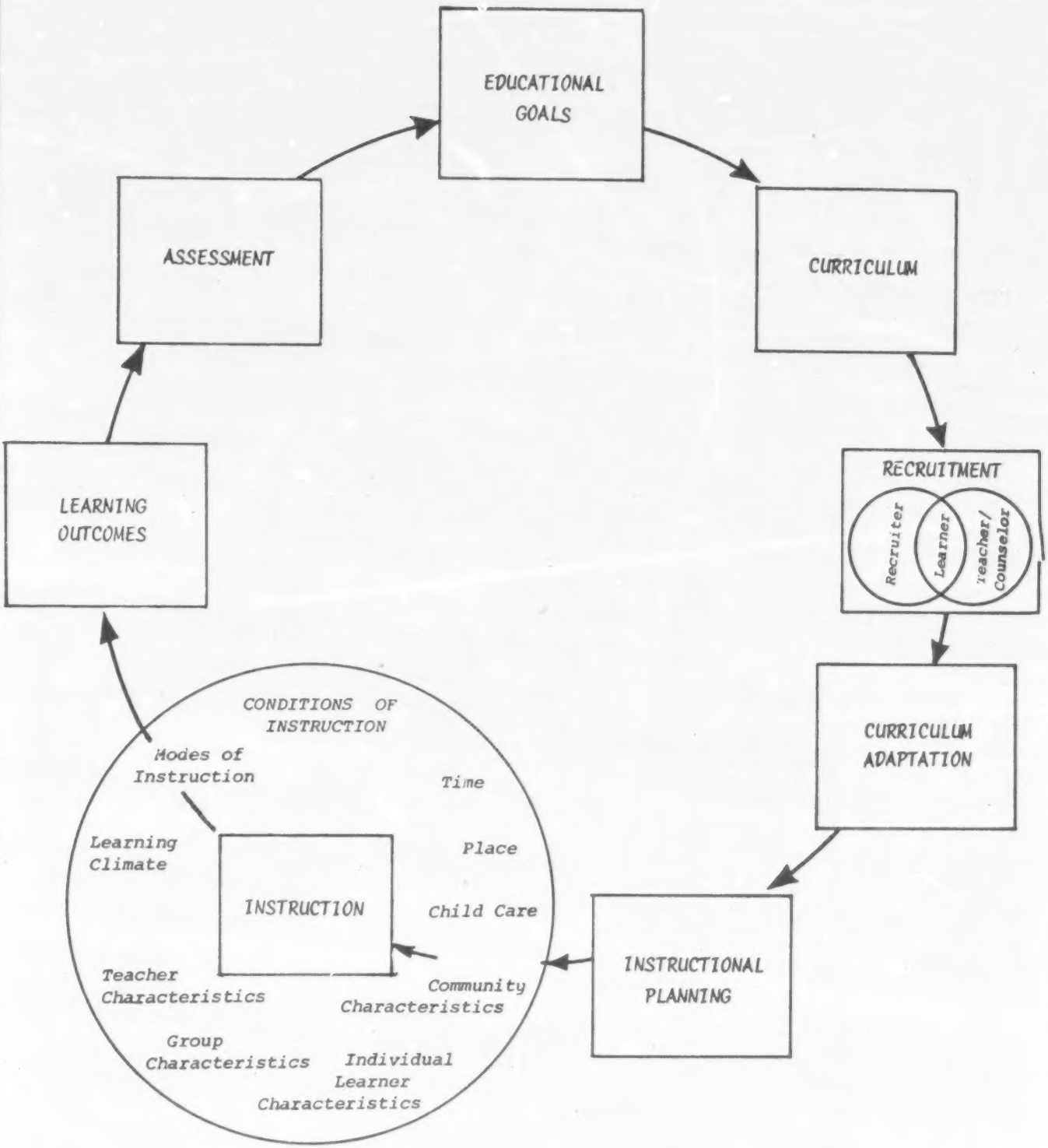
____ GG-8

____ HH-10

APPENDIX H

The Design for Adult Learning

BEST COPY AVAILABLE



BEST COPY AVAILABLE

APPENDIX I

Mathematics - Basic (p. 1)

Name:

Intro	Review	Test	Retest

Start

1. Numbers:
   - A. Names, writing numbers
   - B. Groups - units, tens, hundreds
2. Addition:
   - A. Addition facts
   - B. Concepts
   - C. Adding larger numbers
   - D. Carrying
3. Subtraction:
   - A. Subtraction facts
   - B. Concepts
   - C. Borrowing
   - D. Subtracting with zeros
4. Uses:
   - A. Word problems
   - B. Dates & the calendar
   - C. Telephone numbers

BEST COPY AVAILABLE

Mathematics - Basic (p. 2)

Name: _____

Intro	Review	Test	Retest

Start

5. Multiplication & Division:

   A. Multiplication facts

      X by 1, 2, 5, 10, & 0

   B. Division facts

      + by 1, 2, 5, 10

   C. Multiplication to 9x

      Word problems

   D. Division

      1) Concepts & signs

      2) Short division

      3) Long division

      4) Remainders

      Word problems

6. Review All Basics

Mathematics - Intermediate (p. 1)

Name: _____

Start

Intro	Review	Test	Retest

7. Fractional Numbers:

A. Concepts

B. Reducing fractions (equiv.)

C. Addition

1) With like denominators

2) with unlike denominators

3) Mixed numbers

4) Problems

D. Subtraction

1) With like denominators

2) With unlike denominators

3) Mixed numbers

4) Borrowing

5) Problems

Mathematics - Intermediate (p. 2)

Name: _____

Start

7. Fractions (Cont.)

E. Multiplication

1) Finding parts of numbers

2) Multiplying fractions

3) Multiplying mixed numbers

4) Problem solving

F. Division

1) Process & concept

2) Dividing fractions by fractions

3) Dividing mixed numbers

4) Problem solving

G. Applications

1) Weights & measures

2) Cost of items

Intro	Review	Test	Retest

Mathematics - Intermediate (p. 3)

Name: _____

Start

8. Decimal Numbers:

A. Concepts

B. Decimal equivalents

1) Common fractions

2) Values of zero

3) Comparing decimals

C. Addition

D. Subtraction

E. Multiplication

F. Division

Problem

G. Practical uses

1) Multiplication & division by 10, 100, 1000

2) Metric measurements

Intro	Review	Test	Retest

Mathematics - Advanced (p. 1)

Name: _____

Start

Intro	Review	Test	Retest

9. Percentages & Applications:

   A. Concepts

   B. Fractional & decimal equivalents

      1) Common percents

      2) Percents less than 1%
         Percents more than 100%

   C. Finding a part of a no.

   D. Finding the whole

   E. Practical applications

      1) Discounts

      2) Profit or loss

      3) Simple & compound interest

      4) % of increase or decrease

      5) Graphs

10. Squaring Numbers, Square Roots

Mathematics - Advanced (p. 2)

Name: _____

Start

Intro	Review	Test	Retest

11. Measurements - Application:

A. Review common measures

B. Addition & subtraction

C. Multiplication & division

D. Using formulas

1) Perimeter

2) Area of squares & rectangles

3) Area of triangle

4) Circles

5) Volume

12. Introduction to Algebra:

A. Finding missing factors

Applications

B. Equations

1) Writing equations

2) Solving equations

3) Collecting terms

4) Using simple equations

Mathematics - Advanced (p. 3)

Name: _____

Intro	Review	Test	Retest

Start

13. Other Practical Applications:

A. Rounding off numbers

B. Number series

C. Ratio & proportion

APPENDIX J

ACKNOWLEDGMENTS

The UALC wishes to extend thanks to the following for their contributions:

Northeast Region Office of Education - advice
Dr. C. Michael O'Donnell - **Teaching Reading to the Untaught**
Portland Model Cities Program - financial support
Literacy Volunteers, Inc. - "Reading Evaluation - Adult Diagnosis"
Evaluation Team, State University of New York at Albany - evaluation
S.T.E.P. Program - Personnel
People of Portland - themselves